DOCUMENT RESUME

ED 480 442 CE 085 447

TITLE	Professional Development Resource Guide for Adult Educators [and] Professional Development Resources Supplement: Improving Instruction, Organization, and Learner Outcomes through Professional Development.
INSTITUTION	Pelavin Research Inst., Washington, DC.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE	1998-08-28
NOTE	213p.; Supplement dated June 2000 and authored by Renee Sherman, Mark Kutner, John Tibbetts and Danielle Weidler. For Supplement appendices A and B, see ED 396 167 and ED 388 848.
AVAILABLE FROM	For full text (Guide): http://www.nrsweb.org/pubs.asp. For full text (Supplement): http:// www.calpro-online.org/pubs/PDResSupp.pdf.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC09 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Educators; Basic Skills; *Educational Improvement; Educational Resources; Guides; *Inservice Teacher Education; *Instruction; Job Performance; Job Skills; Needs Assessment; Partnerships in Education; *Professional Development; Program Evaluation; Self Evaluation (Groups); Self Evaluation (Individuals); Staff Development

ABSTRACT

This guide and accompanying supplement seeks to promote ongoing professional development activities suitable for traditional adult education, as well as basic skills instruction in other learning environments by doing the following: (1) broadening the base of professional development approaches; (2) enhancing individual choice of appropriate approaches; and (3) promoting instruction that is effective and accountable. When developing professional development models for adult educators, it is important to keep in mind the following points: (1) professional development has multiple beneficiaries; (2) all professional development activities should be developed as part of a comprehensive plan; (3) there is no single best approach, and adult educators should be able to choose from various approaches; (4) there should be a balance between instructor-determined and program-determined activities; and (5) evaluation must be incorporated as an integral component of all approaches. The guide presents four approaches to professional development, offers suggestions for three different audiences professional development coordinators, instructors, and state and local administrators and makes suggestions for evaluating professional development. Appendices in the guide include sample needs assessment profiles, sample development plans, a description of 10 instructional packets, possible solutions to scenarios, and articles relating to different approaches. The guide includes 85 references. The supplement seeks to further improve instruction, organization, and learner outcomes by focusing on needs assessment and collaboration. Supplement appendices include a regional resource initiative and a guide for developing local interagency linkage teams. The supplement contains 14 references. (MO)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 480 442

PROFESSIONAL DEVELOPMENT RESOURCE GUIDE FOR ADULT EDUCATORS

- **Introduction and Overview**
- **Approaches to Professional Development**
- **Users of the Guide: Three Strands**
- **Evaluation of Professional Development**
- **Appendices**

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Building Professional Development Partnerships Project (Pro-Net)
Pelavin Research Institute

CE085447

BEST COPY AVAILABLE

TABLE OF CONTENTS

PAGE

CHAPTER 1: EVALUATING: PROFESSIONAL DEVELOPMENT: AN OVERVIEW

Introduction 1
  Purpose and Audience 2
  Organization of Monograph 3
Evaluation and the Professional Development Process 4
  Issues in Evaluating Professional Development 5
Summary 7

CHAPTER 2: A FRAMEWORK FOR EVALUATING PROFESSIONAL DEVELOPMENT

Introduction 9
  Comprehensive Professional Development: The Essential Triangle For Change 10
A Model for Evaluating Professional Development: Instructors Program Services, Learners 12
  Impacts on Instructors 13
  Evaluating Reactions 14
    Evaluating Acquisition of Skills and Knowledge 14
    Evaluating Changes in Instructional Behavior 15
  Impact on Programs 15
    Instructional Arrangements 16
    Program Processes 17
    Student Assessment 17
    Learner Supports 18
  Impact on Learners 18
  Evaluate Student Reactions 19
    Evaluate Acquisition of Knowledge and Skills 20
    Evaluate Changes in Student Behavior (Uses of Learning) 21
  Summary 22

CHAPTER 3: STRATEGIES FOR EVALUATING PROFESSIONAL DEVELOPMENT

Introduction 23
Professional Development Evaluation Strategies 24
  Multi-purpose Evaluation Strategies 24
    Questionnaires 24
    Interviews 26
    Focus Groups 28
  Strategies for Assessing Instructors 29

TABLE OF CONTENTS (Continued)

PAGE

Observation of Practice 29
Instructor Portfolios 31
Pracitioner Journals 32
Collaborative Teams 33
Strategies for Assessing Students 34
Tests 34
Alternative Assessment 35
Summary 36

CHAPTER 4: DESIGNING AND IMPLEMENTING PROFESSIONAL DEVELOPMENT EVALUATIONS: ISSUES AND RECOMMENDATIONS

Introduction 37
The Context of Professional Development Evaluations: Issues Related to the Adult Education Service Delivery System 38
Part-time and Voluntary Nature of Service Delivery 38
Part-time Instructors and High Rate of Instructor Turnover 39
Lack of State Certification Requirements or Required Instructor Skills and Competencies 39
Components of a Professional Development Evaluation Plan 39
Determine Evaluation Objectives, Audiences of Evalution and Questions 40
Audiences for Evaluation Data 41
Evaluation Questions 42
Identify Evaluation Strategies to be Used 42
Consider Implementation Issues of Different Strategies 43
Provide both Quantitative and Qualitative Data 43
Determine Evaluation Methodology 44
Sampling 44
Data Reliability and Validity 45
Data Confidentiality 45
Determine Required Person and Fiscal Resources 45
Establish a Time Frame for Collecting and Reporting Data 46
Sufficient Time Must be Allowed Before Results Can Be Expected 46
Measurements Should be Repeated at Appropriate Times 46
Summary 47

Section 1: Introduction

Professional development is a term conveying the concept that practitioners are (or should be) active partners in determining their own learning needs and in designing and implementing appropriate learning activities. After being used almost exclusively by professors, doctors, attorneys, and the like in describing continuing education requirements for advance certificates or recertification, professional development is a concept slowly working its way into the education arena. The importance of professional development in education, was recognized by the National Education Goals Panel in its statement of Goal 4 (see box), and is especially suitable for the adult education field — which has long-recognized that the practitioner's sense of ownership in his or her own professional growth is a key element in producing long-term effects on instructional behavior (Jones & Mosier, 1987; Loucks-Horsley et al., 1987; Pelavin Associates, Inc., et al., 1993).

This *Professional Development Resource Guide for Adult Educators,* supported by the U.S. Department of Education's Division of Adult Education and Literacy (DAEL), seeks to promote ongoing professional development activities suitable for traditional adult education instruction, as well as basic skills instruction in other learning environments by (a) **broadening** the base of professional development approaches, (b) **enhancing** individual choice of appropriate approaches, and (c) **promoting** instruction that is effective and accountable. It is designed to be used primarily by professional development coordinators or specialists, but will also benefit state and local administrators involved with professional development, as well as individual instructors.

National Education Goal 4:

The Nation's teaching force will have access to programs for the continued improvement of their professional skills, and they will have the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

The *Guide* is one component of a three-year project, *Building Professional Development Partnerships with Adult Educators (PRO-NET)* which promotes professional development for adult educators through such activities as:

- professional development conferences,
- an on-line action research component,
- an electronic information system,
- digests describing professional development activities in the field, and
- technical assistance to programs.

PRO-NET is based on findings from a previous DAEL-supported project, the *Study of ABE/ESL Instructor Training Approaches,* which identified key elements of effective adult education professional development programs and which produced a set of instructional packets for professional development coordinators to help them train teachers and volunteer instructors in 10 skill and content areas (see Appendix C).

Study of ABE/ESL Instructor Training Approaches
Instructional Packets:
The Adult Learner, Planning for Instruction, Team Learning, Monitoring Student Progress, Volunteers and Teachers in the Classroom, Communicative ESL Teaching, Mathematics: Strategic Problem Solving, Whole Language Approach, Improving Thinking Skills for Adult Learners, Learning Disabilities: Learner-Centered Approaches

In addition to these two projects, the Federal government supports and promotes professional development activities for adult educators in many different ways. The Adult Education Act includes a setaside for teacher training and special projects, which currently reserves at least 10 percent of each state's basic grant for professional development. Staff development became one of the model indicators of program quality developed in response to the National Literacy Act of 1992 (NLA) and is to be considered when states evaluate their programs. The NLA also authorized the establishment of State Literacy Resource Centers (SLRC) with responsibility for supporting professional development activities. Another major Federal effort in this area has been the National Institute for Literacy's six inter-agency professional development capacity building grants to SLRCs. Also, the National Center on Adult Literacy, located at the University of Pennsylvania, has conducted research projects related to professional development.

In this section of the *Guide*, we offer a brief overview of what is meant by professional development for adult educators, including the underlying principles upon which professional development should be based and the different professional development approaches to be presented. The section concludes with a description of the *Guide's* organization and content.

Professional Development for Adult Educators: An Overview

Improving the quality of instructional services delivered to adult learners, and ultimately enhancing learner outcomes, is especially important in light of concerns about the impact adult education services have on learning gains. Findings from the National Adult Literacy Survey revealed that nearly half of all American adults read and write at the two lowest levels of English literacy.

A dedicated staff, committed to improving the quality and effectiveness of adult education services is an essential requirement for improving learner outcomes and can occur only when instructors and other staff actively participate in developing and implementing program improvement initiatives. Such participation requires an investment in professional development in order to (a) acquaint staff with administrative concerns and suggestions, (b) identify staff needs and recommendations for improvement, and (c) implement strategies for improving services.

A highly skilled professional staff, knowledgeable about adult learners and competent in instructional approaches is a key ingredient in raising the literacy levels of adults.

When developing professional development opportunities for adult educators, whether as a professional development coordinator, state or local program administrator, or instructor, it is important to keep in mind the following points:

- Professional development has multiple beneficiaries, including instructors, administrators, programs, and, ultimately, adult learners.
- All professional development activities should be developed as part of a comprehensive plan.
- There is no single best approach for providing professional development, and adult educators should be able to choose from various approaches.
- There should be a balance between instructor-determined and program-determined professional development activities.
- Evaluation must be incorporated as an integral component of all professional development approaches.

Professional Development Has Multiple Beneficiaries

Adult education instructors and professional development coordinators benefit from professional development opportunities. Skilled adult education instructors, capable of adapting instructional strategies to different learning environments, will be able to branch out beyond the traditional adult education system and market their services to other human service delivery programs, such as job training, family literacy, and workplace literacy. Professional development coordinators, who possess the expertise to facilitate professional development suitable for different learning environments also will have new opportunities to market their services.

Investing in professional development benefits the adult education field in general, as staff acquire recognizable skills and accumulate knowledge necessary to meet the challenges presented by reforms sweeping across the national and state educational landscape. Implementing a comprehensive professional development system, however, is not a simple task. The nature of the adult education field, with its part-time service delivery system, underdeveloped infrastructure, and high staff turnover, present significant obstacles. Similarly, diminished resources and competing priorities present major challenges to administrators attempting to develop and to implement a professional development system. To respond to such challenges and to ensure effective experiences, administrators will have to be more innovative in providing professional development. Furthermore, in a climate of accountability, administrators will be responsible (now more than ever) for the outcomes of professional development activities, both in terms of its effect upon instructors' skills and behaviors, and, ultimately, on learner outcomes.

Professional Development Activities as Part of a Comprehensive Plan

A comprehensive professional development plan should be developed and revised on a regular basis to meet the changing needs of the program and staff. All professional development activities offered should be part of such a plan. Changes in instructional behavior sought by professional development activities require more than a single opportunity for instructors to attend a workshop or to participate in an inquiry research project. A series of related professional development activities enables a) providers to meet the varying needs and learning styles of practitioners, b) instructors to participate in ongoing activities that reinforce their knowledge and skills, and c) administrators to track how the various professional development opportunities help them achieve program goals.

To enhance the likelihood of success, individual activities incorporated in such professional development plans should:

- be based on the stated needs of instructors and administrators,
- place learning in the context of theory,
- offer sequenced and follow-up professional development opportunities,
- model adult learning principles, and
- provide opportunities for reflection and networking by participants (*Study of ABE/ESL Instructor Training Approaches*, see Appendix C).

Professional development activities should also reflect the principles of high-quality professional development recently published by the U.S. Department of Education (see box).

The Mission and Principles of Professional Development

- Focuses on teachers as central to student learning, yet includes all other members of the school community
- Focuses on individual, collegial, and organizational improvement
- Respects and nurtures the intellectual and leadership capacity of teachers, administrators, and others in school community
- Reflects best available research and practice in teaching, learning, and leadership
- Enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards
- Promotes continuous inquiry and improvement embedded in the daily life of schools
- Is planned collaboratively by those who will participate in and facilitate that development
- Requires substantial time and other resources
- Is driven by a coherent long-term plan
- Is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment guide's subsequent professional development efforts.

**U.S. Department of Education*

Multiple Professional Development Approaches

There is no single best professional development approach. As detailed in Section 2, selecting a particular approach should depend upon the instructor's learning needs, the learning environments, and program requirements and administrative mandates. A comprehensive professional development plan offers adult educators a choice among various approaches. In this *Guide*, the following four approaches, some which have not frequently been used in adult education, are presented:

- **Workshop/Presentation:** the acquisition of new skills and knowledge through participation in singular or sequential workshops, conferences, seminars, and summer institutes.
- **Observation/Feedback:** mentoring, peer coaching, and supervision that provides practitioners with data and feedback regarding their performance.
- **Inquiry/Research:** practitioners reflect upon a question specific to their daily practices in a systematic, intentional manner, over time. This approach involves many different types of practitioner-led activities, including study circles, action research, case studies, and curriculum writing.
- **Product/Program Development:** practitioners, generally in a collegial manner, participate in such processes as curriculum development and program design or redesign, to enhance program quality.

It is important to note that these approaches are not mutually exclusive, and in terms of application, some approaches have several steps in common. Both Inquiry/Research and Product/Program development begin, for instance, with the identification of a *need* or *a problem*. Several approaches lend themselves to collaborative efforts. Observation/Feedback and Product/Program development are collegial activities, while the Inquiry/Research approach can be conducted individually or collaboratively. Several approaches involve job-embedded learning, requiring practitioners to accumulate and build upon their knowledge about the teaching/learning process (by exploring issues and concerns in their own working environments). The Workshop/Presentation approach may be the vehicle for introducing practitioners to the other approaches, or it may be the first step in professional development for refining skills or for exploring concepts.

The roles of professional development coordinators expand as different approaches are employed. They may serve not only as instructional trainers but as consultants, planners, and facilitators; and they may be called upon to facilitate discussions among practitioners collaborating in an inquiry/research project, or to assist administrators and practitioners in developing a strategic plan for professional development. As their roles change, it is also important to think about the types of professional development the coordinators themselves require.

Finding a Balance Between Self-Determined and Program-Determined Professional Development Opportunities

A comprehensive professional development plan includes opportunities for self-determined and program-determined activities. Self-determined professional development is based upon the premise that adults *desire* to be the origin of their own learning, and require some control over the "what, who, how, why, when, and where" of their learning experience. In short, practitioners select topics and approaches to professional development that are best suited to their individual learning needs and preferences.

Program development has a more organizational dimension and is generally targeted to improving instructional services, correcting a program deficiency or implementing a mandated program change. Such program development activities may be broad, thus having an impact upon the whole system (e.g., adopting a competency-based approach, restructuring the adult education system to incorporate other types of services such as family or workplace literacy programs, and developing and implementing a new curriculum), or it may be more administrative (e.g., developing new reporting forms). Consequently, professional development, activities to support these changes may be mandated or at least strongly supported by state or local administrative forces.

Although administratively mandated professional development is not congruent with the concept that educators take charge of their own professional development needs, an effective professional development system creates a balance between the two types of opportunities. Balancing self-determined professional development and professional development for program enhancement raises the following, important questions:

- If self-determined professional development is the driving philosophy, how are individual needs and learning preferences balanced with organizational goals?
- If the program goal is to improve program services, must all professional development be mandated, to ensure that instructional staff have the same requisite skills and knowledge to support the changes mandated by program-enhancement efforts?
- Where do individual needs and personal preferences come into play in program enhancement efforts?
- How is a *vision* for professional development generated (i.e., a vision that incorporates organizational goals and self-determined needs and learning activities)?

The literature on change offers some solutions to the issues just raised. For instance, Wood's (1981) approach to K-12 school improvement through professional development, known as

"Readiness, Planning, Training, Implementation and Maintenance" involves a collegial approach to identifying school enhancement efforts and to planning and implementing professional development activities to support the desired goals. According to Wood's model, providing professional development during all phases of the program enhancement process — *bringing staff into the identification, planning, implementation, and evaluation phases* — increases the chances for successfully implementing the change. This collegial approach, which is equally applicable to the adult education system, (a) fosters a greater sense of ownership in the change process, (b) reflects practitioners own needs, and (c) fosters a greater willingness among professionals to implement change.

Adult education programs often employ a collegial approach to determine program goals and professional development activities. Two such examples, the Literacy Training Network in Minnesota and the System for Adult Basic Education Support in Massachusetts, are briefly described in the box below.

Collegial Approaches to Adult Education Professional Development and Program Enhancement

The Literacy Training Network (LTN), established in 1979, is designed to assist the Minnesota Department of Education train adult basic education staff in implementing effective learner-centered adult education practices. LTN participants, including adult education teachers, lead teachers, administrators, and members of agencies providing or promoting adult literacy services from all areas of the state work collaboratively to:

- ◊ Address the special training needs of adult education staff;
- ◊ Promote cooperation and coordination among ABE and other resources and services needed by adult learners;
- ◊ Recognize and strengthen adult education teachers as professionals; and
- ◊ Improve program development and service delivery.

The System for Adult Basic Education Support (SABES), established in 1990 by the Commonwealth of Massachusetts to provide services that would improve the quality of adult basic education programs in the state, was conceptualized by adult education teachers, counselors, and administrators and staff from the State Bureau of Adult Education. Among SABES' support functions are professional development, program development, a statewide clearinghouse, and a research and design component. An Advisory Group consists of local program directors and sta who meet several times per year to discuss professional development and program development needs and to assist in overall policy and direction of SABES.

Evaluation as an Integral Component of Professional Development Activities

Professional development is successful when there is a transfer of knowledge and a change in instructional behavior. Simply participating in a certain number of professional development activities or completing a required number of professional development hours does not ensure that new skills and concepts have been mastered or will be used. Therefore, a critical component of professional development involves ongoing and systematic evaluation procedures that focus on measuring such changes. Yet, as often noted by the *Study of ABE/ESL Instructor Training Approaches*, evaluation is consistently identified as both a critical component and a weak link in the delivery of professional development opportunities (Tibbetts, et al., 1991; Leahy, 1986; Potish, 1985; Cranney, 1983).

Most evaluations of professional development have measured the "happiness quotient, "that is: what did the participant like most and least, rather than identifying changes in instructional practices. With concerns about program accountability, the likely elimination of a Federal setaside for professional development, and decreased funding levels, it is especially important to document the effectiveness of professional development activities. Among the questions that need to be answered are: How did practitioners benefit from the professional development activity? What did they learn and how was the information applied in the instructional setting? Did the professional development activity result in changed instructional behavior and, ultimately, in improved student performance. Section 4 of the *Guide* discusses approaches to evaluating professional development activities.

Organization and Content of the Guide

This *Guide* is essentially concerned with broadening the base of professional development approaches, enhancing individual choice regarding appropriate approaches, and promoting instruction (based on the principles of adult learning) that is effective and accountable.

The *Guide* is designed to be suggestive, rather than directive. Readers are encouraged to adopt, as well as adapt the contents presented here to fit the context and needs of their programs and participants. Although primarily for professional development coordinators, the *Guide* also targets individual instructors and state and local administrators. The four additional major sections of the Guide are outlined below:

Section 2, "Approaches to Professional Development," presents four approaches to professional development and organizes each discussion under the following headings:

- **Introduction** — briefly describes the approach.
- **Underlying Assumptions**— provides the rationale for the approach.
- **Theory and Background**— briefly discusses the research literature and how the approach has been implemented.
- **Implementation** — describes the steps for implementing the approach.
- **Results** — discusses the outcomes of the professional development activities primarily from an anecdotal perspective.
- **Issues** — discusses concerns that should be considered before selecting the approach.

Section 3, "Users of the *Guide*: Three Strands," presents detailed suggestions for using the *Guide*. It is divided into three subsections for three different audiences:

- Professional Development Coordinators — individuals in a program or agency responsible for planning and implementing professional development activities;
- Instructors; and
- State and Local Administrators.

Included in each subsection is the use of needs assessment profiles and how such profiles can be utilized to design professional development plans. (Needs assessment profile forms are located in

Appendix A.) Also included in the subsections for Professional Development Coordinators and for Instructors are hands-on activities to help participants in selecting the best "approaches" from Section 2, to meet the needs of their own learning environments.

Section 4, "Evaluating Professional Development," presents a specific and practical approach for evaluating professional development activities and using information on an ongoing basis to improve professional development services. The section presents an evaluation model appropriate for all professional development approaches and emphasizes evaluation as a continuing process rather than a single event.

Section 5, "Appendices," includes resources helpful to planning, implementing, and evaluating professional development, as follows:

- **Appendix A** presents *sample* Needs Assessment Profiles for Professional Development Coordinators, Instructors, and State and Local Administrators. These forms, which may be used as presented or adapted for local use, serve both as needs assessment instruments and resulting profiles. From the profiles, *Professional Development Plans* (PDPs) can be designed for educators. (These forms are somewhat parallel to Individual Educational Plans (IEPs) used for students).

- **Appendix B** includes several sample individual professional development plans that programs often use. Such plans, whether in the form of formal or informal agreements, generally include: the individual's learning goal(s), methods and activities to accomplish the goal(s), resources required, and plans for evaluating learning outcomes.

- **Appendix C** includes a description of the 10 instructional packets developed under the *Study of ABE/ESL Instructor Training Approaches* and the underlying principles upon which they were developed, and information about the availability of each packet.

- **Appendix D** includes possible solutions to scenarios used in Section 3 of the *Guide*.

- **Appendix E** includes articles relating to the professional development approaches.

Readers of the *Guide* may "enter" the *Guide* at any point, as it is not organized to be read sequentially. The Table of Contents, of course, may be used to help the reader choose the most appropriate section(s), (e.g., administrators may choose first to look at the administrative strand of the Users of the *Guide* section). If more in-depth information is required regarding specific professional development approaches, the reader may turn to Section 2; and references are provided throughout this *Guide* to direct the reader's attention to other sections.

References

Cranney, A.G. (1983). "Two Decades of Reading Programs: Growth, Problems, and Prospects." *Journal of Reading,* 26(25), pp. 416-421

Gusky, T. and Huberman, M. (1995). Phi Delta Kappan. *Practices that Support Teacher Development: Transforming Conceptions of Professional Learning.*

Jones, E.V. and Mosier, P.E. (1987). *Inservice Education Program Evaluation.* (Monograph published at George Mason University.)

Leahy, M.A. (1986). "Recommendations for Expanding and Enhancing Adult Education Staff Development in Pennsylvania." Harrisburg, PA: Pennsylvania Department of Education, Division of Adult Education.

Loucks-Horsley, S. Harding, C. Arbuckle, M., Murray, L., Dubea, C., and Williams, M. (1987). *Continuing to Learn: A Guidebook for Teacher Development* Andover, MA: Regional Laboratory for Educational Improvement of the Northeast and Islands, and the National Staff Development Council.

Pelavin Associates, Inc., et al. (1992). *Study of ABE/ESL Instructor Training Approaches, Phase I, Technical Report.*

Potish, M. (1985) "Select Staff Development Factors in Adult Basic Education." Farmington, CT: Connecticut Adult Education Staff Development Center.

Tibbetts, J., Kutner, M., Hemphill, D., and Jones, E. (1991). *The Content and Delivery of Training for Adult Education Teachers and Volunteer Instructors.* Washington, D.C.: Pelavin Associates, Inc.

Wood, F., Thompson, S., and Russel, F. (1981). *Designing Effective Staff Development Programs.* In Dillon-Peterson (Ed.) Staff Development/Organization Development. Alexandria, VA: Association for Supervision and Curriculum Development.

Section 2: Professional Development Approaches

Overview

In this section of the *Guide*, four approaches to professional development that are especially applicable to adult education are discussed as follows:

- **Workshop/Presentation** fosters acquisition of new skills and knowledge about a topic through direct instruction and participatory activities.
- **Observation/Feedback** provides practitioners with data and feedback regarding their performance.
- **Inquiry/Research** requires practitioners to reflect upon their daily practices in a systematic, intentional manner, over time.
- **Product/Program Development** engages practitioners in such processes as curriculum development, program enhancement, and program improvement.

As adult educators plan for professional development, it is important to consider all of the above approaches. There is no single best approach to professional development. Rather, it is preferable for multiple approaches to be integrated with one another and address the complex and dynamic characteristics of specific program contents and learner needs. Success rests on finding the optimal combination of approaches for different situations. Often, **Workshops/Presentations** may be a first step in the professional development process, particularly if the purpose is to raise awareness among participants regarding new ideas or strategies. A workshop may be a vehicle for introducing practitioners to other approaches to professional development, or it may be a jumping off point for refining skills or for further exploring other concepts. Practitioners may, for instance, want to practice a new skill introduced in the workshop and choose to follow up with the **Observation/ Feedback** approach. Or, practitioners may wish to explore a new concept introduced in the workshop through the **Inquiry/Research** approach. Likewise, workshops or conferences may be held to discuss needs assessments and to collaboratively plan program-or product-development activities.

Although several approaches may be used in consort, each approach is discussed discreetly, as a means of studying the characteristics, requirements, and issues particular to each approach. Integrating all of the approaches into a professional development system, gives practitioners the option of selecting the experience they believe most suitable to the learning styles and skills they want to develop. Exhibit 2-1 presents a comparative overview of the approaches.

The remainder of this section contains detailed descriptions of the four approaches, including their underlying assumptions, and a review of the theory and research upon which they are based. Two aspects common to the four approaches are reflective practice and evaluation. Both are discussed in this overview rather than being repeated under each approach. Evaluation of professional development approaches is further detailed in Section 4 of the *Guide*. As discussed in Appendix A, the selection of a particular approach depends upon individual learners' needs, the learning environment, administrative mandates, and a sense of trust among practitioners. Most approaches may be attempted individually or collegially.

Reflective Practice

Underlying each of the four professional development approaches is a goal of developing the instructor as a reflective practitioner capable of monitoring and evaluating approaches to his or her work. Activities include making observations, synthesizing data, formulating preliminary hypotheses, analyzing hypotheses, and refining approaches.

Although reflective practice always has been part of effective instruction, over time there has been an increased emphasis on reflection in a systematic, intentional manner. One of the first professional development activities to encourage reflective practice was the use of case studies, whether real or imaginary. Very often, case studies are used in the **Workshop/Presentation** approach to encourage instructors to think through a situation and to develop alternative solutions to the problem posed in the case studies.

Another approach to reflective practice is the actual observation of instruction (i.e., by video or by class visits); and then collegially reflecting on ways either to improve the practice observed or to select alternative instructional strategies. This is a key component of the **Observation/Feedback** approach, and can be effective in **Workshop/Presentations** through the use of demonstration videos.

Comparative Overview of Professional Development Approaches

Approach	Underlying Assumptions	Theory and Background	Implementation	Results	Issues
Workshop/ Presentation	Practitioners: • Benefit by learning proven behaviors and techniques; and • Change their behavior and learn new behavior not in their present repertoire.	• Knowing theory is essential but not sufficient to bring about change. Also need: – Demonstration/ modeling, – Practice, – Feedback, and – Coaching or other – Approach. • Change requires time. Only "awareness" can be gained in a single training session.	Usually the responsibility of a professional development coordinator and involves the following steps: 1. Conduct a needs assessment; 2. Plan the workshop/ presentation session(s); 3. Conduct workshops incorporating elements of effective professional development (see previous column); 4. Evaluate results (both short- and long-term).	• Well-documented in K-12 arena; • When all elements in place, see significant gains in knowledge, skills, and transfer of learning.	• While often the easiest and most inexpensive approach, especially for large numbers of staff, adequate time frequently not provided for conducting needs assessment, planning and implementing workshops / presentations; • Appears most effective for learning discreet skills; • When coaching involved, there are logistical and funding problems for adult education; but without this element, gains are minimal.
Observation/ Feedback	Practitioners: • Enhance ability to reflect upon own practices through observation of others; • Enhance growth through reflection and analysis of instructional practices; and • Continue to improve when they see positive results from their efforts to change.	• Grounded in literature on teacher evaluation, clinical supervision, cognitive processes, and peer coaching; • Alternating focused and unfocused observations; and • Applicable to practitioners at different levels of cognition.	Two major processes: observation and feedback. Four steps: 1. Conduct a pre-observation conference, 2. Observe instruction, 3. Analyze data, and 4. Conduct post-observation conference. Each step has guidelines for successful implementation.	• Observation/Feedback approach successful in a small number of studies; and • Anecdotal information cites benefits, including: – Improved self-analysis, – Professional skill, – Increased collaboration, – Improved teaching – Performance, and – Increased student – Growth.	

BEST COPY AVAILABLE

Comparative Overview of Professional Development Approaches (Continued)

Approach	Underlying Assumptions	Theory and Background	Implementation	Results	Issues
Inquiry/ Research	Practitioners: • Can control own professional practices; • Have legitimate expertise and experience; • Will search for answers to important questions and reflect on that data; and • Can see theory as informing practice and vice versa.	• Grounded in reflective practice; • Describes relationship between inquiry and critical thought; • Relates theory to practice; and • Builds knowledge for teaching from the inside-out.	Methods most often qualitative and self-directed. Cycle of inquiry based on 8 steps: 1. Identify problem, issue, question, 2. Explore data collection methods, 3. Implement data collection, 4. Analyze data, 5. Plan action, 6. Implement action, 7. Monitor and evaluate, and 8. Share results.	Benefits for practitioners, mostly anecdotal, include: • Learn research process, • Become more critical users of information, • Contribute to the knowledge base, • Become more informed decisionmakers, and • Instruction improves. • Promotes collegial interaction.	• Requires time and staff readiness; • May be difficult for part-time adult educators to fit in schedules; • Need research skills; • Requires support (financial and administrative); and • Based on staff procedures.
Product/Program Development	Practitioners: • Learn best when they have a need to know or problem to solve; • Understand best what is needed to improve their practice; and • Acquire important attitudes and skills through participation in school improvement or curriculum development activities.	• Grounded in literature on "change"; • Most frequently used in K-12; • Helps improve group dynamics and ability to think; • Five-stage models include: readiness, planning, training, implementation, & maintenance (others include evaluation).	Often developed as a result of directives, funding, research data, or problems. Steps include: 1. Identify need or problem, 2. Develop an action plan. 3. Implement plan, 4. Assess/evaluate results. Professional development coordinator may serve as facilitator. Above four steps should be ongoing.	• Some K-12 data show student gains (reading); • Little research on impact on adult programs; and • Often a "product" results. (Some studies have assessed satisfaction with product.)	• Need to identify situational conditions (i.e., administrative commitment, funding, time, resources, and flexibility.) • Adult education's part-time nature creates problems for widespread instructor participation; • Commitment from practitioners (often without collegiality or benefits) presents problem for adult education; and • Criteria for success include: - Dispersed power, - Stress on professional development, - Broad dissemination, - Involved leadership, - Well-defined goals and "vision", - Accomplishments, and rewarded at all levels.

BEST COPY AVAILABLE

Product/Program Development stimulates reflection, as practitioners identify needs and produce action plans to develop a new curriculum or to engage in a program improvement process. These activities, accomplished in a collegial manner, require practitioners to reflect upon ways to improve the current program or to make changes to accomplish desired or required goals.

A key to reflective practice in **Inquiry/Research** is the systematic nature of reflection, itself. As defined by Cochran-Smith and Lytle (1990), systematic refers to: (1) ordered ways of gathering and recording information, documenting experiences, and producing a written record; and (2) ordered ways of recollecting, rethinking, and analyzing classroom events. Some of the ways to accomplish systematic reflection involve instructor journals, essays, or oral inquiry — which include conversation, description, and documentation.

Evaluation of Approaches

For too long, evaluation of professional development has been ignored. While anecdotal and self-reported data discuss the effectiveness of various professional development approaches on practitioner behavior, little empirical evidence exists to support this finding. Although **Workshop/Presentation** is the exception to that rule, most of that evaluation data comes from the K-12 arena. For example, research by Joyce and Showers (1988) show that instructors make gains in their level of knowledge and skills, and transfer what they have learned to their own classroom environment when theory, demonstration, practice, feedback, and coaching are incorporated into workshops. Similar findings were reported by Wade in 1985; and other findings in the K-12 arena (Good and Grouws, 1987) show evidence that participation in sequential workshops result in improved presentations as well as improved student performance.

More research must be conducted in adult education to determine the impact of these professional development approaches (singularly or in combination) on practitioner behavior and student performance. Currently, we do not have answers to such questions as: "How effective is **Product/Program Development** as a means of professional development for beginning instructors?" "What are the characteristics of instructors who are most likely to benefit from an **Inquiry/Research** approach and under what circumstances will the process flourish?" "What are the changes in teacher and/or student behavior as a result of the development of a new product" (e.g., curriculum)?

The relationship between student learning and professional development of the instructor is particularly elusive in adult education, because of the part-time nature and high turnover rates of both students and teachers. However, the studies by Lytle and her colleagues at the University of

Pennsylvania, the work of Fingeret and Pates at Literacy South, the work of CWELL in San Diego, and of the Action Research Project at CASAS have been assembling qualitative data about the effects of Inquiry/Research on teachers (and, to some extent, on students). Nonetheless, additional studies and documentation are needed, given today's emphasis on accountability.

Despite the lack of documentation in the literature, a widespread belief exists that there is a strong correlation between professional development and high-quality instructional programs. Professional growth, itself, can be accomplished through a variety of experiences, as described in the following section.

References

Cochran-Smith, M. and Lytle, S.L. (1990). "Research on Teaching and Teacher Research: The Issues That Divide." *Educational Researcher*, 19(2), 2-11.

Good, T. and Grouws, D. (1987). "Increasing Teachers' Understanding of Mathematical Ideas Through Inservice Training." *Phi Delta Kappan*, 68(10), 778-783.

Gusky T. and Huberman, M. (1995). *Professional Development in Education: New Paradigms and Practices*. Teachers College Press.

Joyce, B. & Showers, B. (1988). *Student Achievement Through Staff Development*. New York: Longman.

Wade, R. (1985). "What Makes a Difference in Inservice Teacher Education? A Meta-Analysis of Research." *Educational Leadership*, 42(4), 48-54.

Section 2a: Workshop/Presentation Approach

Professional development is most commonly delivered through single workshops and conferences, or through workshop series, institutes, or coursework offered through colleges and universities. A state survey of staff development practices (Kutner, et al., 1991) found that single workshops are implemented in 43 states, with individual conferences offered in 31 states. The same survey revealed that workshops usually consist of three- or four-hour sessions offered through local adult education programs, at staff development centers, or at some other locale. Workshop content usually focuses on a specific topic, such as classroom organization (and participants generally lack the opportunity for follow-up). Workshop facilitators may be professional trainers, employed by a staff-development center, or they may be independent consultants or adult education teachers with expertise in particular areas.

Conferences often consist of workshops and plenary sessions on various topics. They may be state-sponsored, day-long events for practitioners, which may be held on a statewide or on a regional basis, or meetings of professional associations, such as the American Association for Adult and Continuing Education or Teachers of English to Speakers of Other Languages.

Although these traditional formats continue to persist, more states have begun to implement a series of workshops that involve a sequenced group of three- or four-hour sessions, which enable practitioners to acquire new concepts and skills, practice them between sessions in their own learning environments, and give and receive feedback from their colleagues. A number of programs have adapted the multi-session, instructional packets developed under the *Study of ABE/ESL Instructor Training Approaches* (described in Appendix C of this *Guide).*

The Workshop/Presentation approach is well-suited to practitioners who learn best from an expert providing information or skill-building in a particular area. It is important to note, however, that practitioners who are dependent upon others to guide them through a learning experience in one area may be self-directed in other areas. The Workshop/Presentation approach also is well-suited to individuals who know little about a topic area and want to build a body of knowledge, before introducing new skills and concepts into their own learning environments.

Underlying Assumptions

There are several assumptions underlying the Workshop/Presentation approach (Sparks and Loucks-Horsley, 1990) — the two most common being:

- Behaviors and instructional techniques are worth replicating by practitioners; and
- Practitioners can change behaviors and learn to replicate behaviors not previously within their own instructional experience.

Theory and Background

The theory and background supporting the Workshop/Presentation approach to professional development is well documented in the K-12 research literature. Joyce and Showers (1988), for example, found this approach to be most effective when it incorporated the following components: theory, demonstration/modelling, practice, feedback, and coaching. Each of these components will be described under Step 3 of the Implementation section below. Coaching, for example, is not a practice that can be accomplished in single workshops or conferences, as those formats do not provide opportunities for follow-up. Sequential workshops, however, spaced over time, provide opportunities for feedback and coaching from peers or supervisors.

The quality of facilitators is a key element of effective workshops/presentations. The research literature cites the importance of using facilitators who not only possess an appropriate knowledge base for their particular content area, but who have skills to share with others (Jones and Lowe, 1990; Loucks-Horsley, et al., 1987). Other research cites the use of adult education practitioners as facilitators as a key element of workshop success (Sherman, et al., 1991).

Implementation

Implementing the Workshop/Presentation approach generally is the responsibility of the professional development specialist and/or local program administrator, and involves the following four steps:

Step 1: Conduct needs assessments.

A key to successful workshops/presentations is to ensure that the content meets the needs of the practitioners targeted. This often can be difficult when working with both new and experienced instructors, or when instructors from different fields (ABE, ESL, ASE) are included in a single workshop. Traditionally, workshop content was determined by adult education administrators; recently, however, the emphasis is on practitioners identifying their own professional development needs. If this current method is used before planning any workshops or presentations, a needs assessment is conducted first, to determine strategies or topics that practitioners would like to explore and second, to identify the ways practitioners prefer to learn. This information helps professional development coordinators to focus the content and the strategies used in this approach.

Types of needs assessments vary, but they may include (a) formal practitioner surveys, (b) feedback on workshop evaluation forms, (c) recommendations by professional development specialists or facilitators, (d) informal discussions between teachers and administrators, (e) classroom observations/peer reviews, (f) staff meetings, or (g) an occupational analysis to identify the skills and knowledge required to successfully perform the necessary tasks.

Kentucky's Department of Adult Education and Literacy employed the occupational analysis approach. Using a Designing A CurriculUM (DACUM) process, a facilitator led a panel of instructors serving as "experts" through a brainstorming process that resulted in a description of specific tasks performed by adult basic education and literacy instructors — and included the identification of skills, knowledge and traits necessary to perform these tasks. Afterwards, panels of adult educators from across the state validated the findings.

Three other samples of needs assessments/profiles appear in Appendix A. One profile, administered to instructors, provides information on the practitioner's instructional situation, preferred learning styles, and professional development preferences — and identifies areas for professional development. Another profile, administered to professional development coordinators, provides similar types of information, but also focuses on the coordinator's level of knowledge and experience (with different professional development approaches). The third profile, targeted to state and local administrators, gathers information to assess administrator's own learning needs, and it enables administrators and professional development coordinators to review the environment in which their programs operate.

Step 2: Plan for the Workshop/Presentation session.

Decisions about the workshop topic may be made by aggregating information gathered through the needs assessments/profiles, or it may be based on recommendations of the staff or professional development coordinator. Once the decision is made and resources have been allocated, the next step is to plan the session. This step is actually composed of several activities for which those designing workshops/presentations should:

- **Plan** logistics for the sessions (e.g., time, location, number of participants.) If multiple session workshops are planned, it is important to identify and reserve the facilities, dates, and time of all the sessions in advance. Potential participants will then be able to schedule the sessions on their own calendars. (Facilities with moveable chairs and space large enough to accommodate breakout activities are most desirable.)

- **Identify** a facilitator or presenter with the appropriate content knowledge.

- **Publicize** the workshop or workshop series. Consider sending out flyers to potential participants, and include a statement of administrative support and commitment. If multiple session workshops are offered, it is important that individuals who respond to the flyer commit to all sessions.

- **Prepare** materials and organize equipment (e.g., VHS, player and monitor, overhead projector, flip charts) for training. If another facilitator has been hired, this task could be completed by that individual. The professional development coordinator, however, may be responsible for ensuring that the equipment is available.

- **Duplicate** all materials for the session and arrange materials into packets. By providing one packet of materials to each individual, constant handling of the materials during the session can be avoided.

- **Obtain** name tags for participants.

- **Prepare** a sign-in sheet to verify attendance at all sessions. Include spaces for names, addresses, and phone numbers, for future contact with participants.

- **Arrange** for any refreshments that will be available.
- **Develop** an evaluation instrument to provide feedback to the presenters or facilitators and to identify possible future needs for follow-up, support, and/or additional sessions.

Step 3: Conduct workshops incorporating elements of effective professional development.

Include in the workshop sessions the research-based components of effective professional development cited earlier and outlined below:

- **Theory** that underlies any new practice is a necessary component. It provides the rationale for a given practice, its effect on learners, and the constructs upon which it is based. Use of an inductive format (participants extract theory from experiential activities) in presenting theory is an effective method for participants to learn about and internalize theory.

- **Demonstrations** that illustrate new practices and reinforce their use are essential to full comprehension and implementation. Demonstrations make concrete the application of theory to practice. Among the demonstration techniques are videos, role play, and modeling by the trainer.

- **Practice** new approaches in a safe environment. Practice, either within the workshop itself, or between sessions (if sequenced workshops are provided) in their own learning environment allows participants to "try out" new skills and concepts.
- **Feedback** by colleagues or supervisors on their attempts to implement a new practice or skill is needed by practitioners. Feedback helps participants to reflect and to analyze their performance.
- **Coaching** from peers or supervisors to transfer knowledge from the workshop setting to participants' own instructional environment is needed by practitioners. Coaching occurs over time and allows practitioners to reflect, analyze, refine, and internalize new approaches.

The 10 instructional packets developed by Pelavin Research Institute under the *Study of ABE/ESL Instructor Training Approaches* incorporate theory, demonstration, practice and feedback. Programs adapting these modules may provide coaching as a follow-up to the workshop sessions. (Appendix C provides a description of the packets and their availability.)

Step 4: Evaluate results of the Workshop/Presentation.

Evaluation is consistently identified in the professional literature as both a critical component and a weak link in the delivery of professional development, but it must not be overlooked. Any effective evaluation should concern itself with changes that take place in instructional practices.

Both formal and informal methods of evaluation can be employed in determining the impact of the Workshop/Presentation on instructional behavior. More formal methods use some type of instrument to assess changes in instructional behavior, before and after the workshop. Practitioners can complete self-evaluations, or a peer or supervisor can complete an evaluation instrument after classroom observations. Analysis of the completed instruments enables practitioners and supervisors to identify areas of strength and weakness and to work on improving instruction. Other less formal or more qualitative approaches include maintaining records/journals of an instructor's own reflections of what occurs in the classroom, or conducting ethnographic studies that describe what happens in the classroom when new instructional strategies are implemented. Section 4 on Evaluation in this *Guide* provides a more indepth discussion of an evaluation model for professional developments.

The following scenario is designed to show the four steps involved in implementing the Workshop/Presentation approach.

SCENARIO: WORKSHOP/PRESENTATION APPROACH

A large urban ABE/GED/ESL program has just been notified that effective the coming year, the funders will require tangible, measurable documentation of student achievement measured every three months. If there is no measurable improvement, students will be removed from the program. If documentation is not available for all students in all programs, clients will no longer be referred to the program and the funding will ultimately be withdrawn.

Step 1: Conduct needs assessment

The director convened a meeting of all affected instructors and presented the problem. It was acknowledged that if the program did not propose a way to measure student progress, one would be imposed on them and mandated by the funders.

There was a great deal of concern and resistance on the part of the instructors. They felt that it was unfair and poor educational practice to expect that students be tested every three months, it would mean a lot more work for the instructors, and it would take time away from teaching. The issue was also raised that there were not enough standardized tests to validly measure every 90 days. It was decided that a committee (four instructors) would be formed to deal with the problem and bring recommendations back to the larger group in order to reach a consensus and develop a plan. The committee met with a professor from a local college who was knowledgeable about alternative assessment strategies and also familiar with ABE programs.

After 30 days, the committee met and reported their experiences. The professor led them through a discussion about the pros and cons of each strategy and what would be most workable for the majority of instructors. It was decided that each instructor be given a list of possibilities and asked to select at least two strategies that they would use in their class. The program director and professor visited each instructor twice during the month to see how well they were implementing the assessment strategies in their classes. Advice, assistance, and support were provided as needed. It was also decided that all students would be tested using a standardized test every six months.

Step 2: Planning for the Workshop/Presentation session

The classroom visits and discussions with instructors helped the program director determine the content of the all staff professional development workshop. A three-hour presentation was scheduled. The director had a flyer posted in all instructional locations notifying staff of the date, time, location, and content of the workshop. Notification also indicated the type of follow-up that would be implemented after the presentation.

The professor at the local college was hired to facilitate the workshop. She was assisted by the four committee members. The professor prepared all necessary hand-outs and duplicated them prior to the workshop. A large room, with moveable chairs and tables, was secured to enable the facilitator to divide the participants into small groups. Several flip charts were made available for small group work.

Step 3: Conduct workshops incorporating elements of effective professional development

All staff participated in the three-hour workshop. The professor presented the various types of assessments that had been presented to committee members. The committee members then each shared their own experiences and discussed the strategies they preferred. Instructors were divided into small groups led by a committee member or the professor. Questions were raised and discussed relative to the various strategies. Group leaders demonstrated the techniques for implementing some of the strategies. The groups then reported back.

As a follow-up, each instructor was asked to select a minimum of two strategies they would implement during the next three months in their classes. Instructors were asked to keep journals noting strategies they used, situations when strategies worked particularly well, and any difficulties in implementing strategies. Committee members were given release time to schedule visits to classes to help teachers in developing their own strategies for measuring and recording student progress.

A final meeting was held after three months. Instructors met in small groups to share their experiences and identify any other ongoing problems. Instructor journals provided a source of information for the discussion. Following a report from each group, a discussion was led by the professor addressing any other problems or issues. A consensus was reached among the staff regarding the program's approach to the problem. An assessment policy was then developed to be implemented with the beginning of the next year.

Step 4: Evaluate results of the Workshop/Presentation

Notes from committee member visits to instructors' classrooms, and reflections in instructors' journals indicated that instructors experimented with at least two new assessment strategies. These strategies were refined until instructors felt more comfortable in their implementation. Instructors agreed on several strategies to implement and they became part of program policy.

The approach initiated by the director allowed for instructor input throughout the process, from identification of the problem to development of the solution. It was developed by them after an opportunity to learn and try out the strategies. It is hoped that this approach will lead to more effective documentation of student progress and will address the concerns raised by the funders.

Results

Workshops/Presentations is one of the few professional development approaches whose impact has been best documented. Research by Joyce and Showers (1988) show that when the five components (theory, demonstration, practice, feedback and coaching) are incorporated into the training, instructors make gains in their level of knowledge and skills, and transfer what they have learned in the workshop to their own classroom environment. Similar findings were reported by Wade in 1985. There have been other findings in various K-12 subject areas that demonstrate the impact of the Workshop/ Presentation on teacher behavior and student learning. For example, as a result of a 10-session program in mathematics for elementary teachers, Good and Grouws (1987) found changes in teachers' classroom practice including improved mathematics presentations as well as improved student performance.

Issues

The Workshop/Presentation approach is often the easiest and most inexpensive approach to professional development because it accommodates large numbers of staff. However, adequate time often is not provided to conduct and analyze a needs assessment, plan sessions based on learners needs, solicit expert facilitators, and incorporate components of professional development. Lack of attention to planning and implementation will result in less than satisfactory results.

In addition, peer observation and coaching (see Observation/Feedback approach) appear to be critical to the transfer of new skills and knowledge to the practitioners own teaching environment (Joyce and Showers 1988). Single workshop sessions or conferences are only effective in building awareness. Longer-term, multiple-session approaches that incorporate follow-up strategies are more likely to bring about actual changes in instruction.

As with all professional development approaches, administrative support and commitment to the process is critical. Administrative support can be demonstrated by involvement in follow-up activities, communication with and encouragement of staff to engage in Workshop/Presentation activities, recommendation of resource materials, allocation of necessary resources, and provision of time for instructors to share new skills and knowledge with colleagues.

References

Gall, M.E., and Vojtek, R.O. (1994). "Planning for Effective Staff Development: Six Research-Based Models," ERIC Clearinghouse on Educational Management, University of Oregon.

Good, T. and Grouws, D. (1987). "Increasing teachers' understanding of mathematical ideas through inservice training." *Phi Delta Kappan*, 68(10), 778-783.

Jones, E. and Lowe, J. (1990). "Changing teacher behavior: Effective staff development." *Adult Learning*, 1(7).

Joyce, B., and Showers, B. (1988). "Student achievement through staff development." New York: Longman.

Kutner, M., Webb, L., and Tibbetts, J. (1991), *State Profiles Report*. Washington, DC: Pelavin Research Institute.

Loucks-Horsley, S., Harding, C., Arbuckle, M., Murray, L., Dubea, C., and Williams, M. (1987). "Continuing to Learn: A Guidebook for Teacher Development." Andover, MA: Regional Laboratory for Educational Improvement of the Northeast and Islands, and the National Staff Development Council.

Sherman, R., Kutner, M., Webb, L., and Herman, R. (1991). "Key Elements of Adult Education Teacher and Volunteer Training Programs," Washington, DC: Pelavin Research Institute.

Sparks, D. and Loucks-Horsley, S. (1990). "Five models of staff development," Oxford, OH: National Staff Development Council.

Tibbetts, J., Kutner, M., Hemphill, D. and Jones, E. (1991). "The Delivery and Content of Training for Adult Education Teachers and Volunteer Instructors," Washington, D.C.: Pelavin Associates, Inc.

Wade, R. (1985). "What Makes a Difference in Inservice Teacher Education? A Meta-Analysis of Research." *Educational Leadership*, 42(4), 48-54.

Section 2c:
Inquiry/Research Approach

The Inquiry/Research approach to professional development is one which practitioners use to conduct *systematic, intentional, field-based inquiry* into their own daily practices. The approach builds on the "real-world" experiences practitioners bring to the field and is grounded in analytical and reflective practice. Practitioners: (a) reflect critically upon their own instructional practices; (b) review related research in their area of interest; (c) pose problems for inquiry arising from their own settings, their prior experience, and their goals for teaching and learning; and (d) develop analytical approaches for resolving problems. Practitioners, in addition, develop and investigate theories about what works and why.

A range of activities fall under the umbrella of Inquiry/Research, including study groups, curriculum writing, case studies, program evaluation, and trying out new practices. All are grounded in the interaction of practitioners with their environment, with them asking real questions, analyzing and learning new information, and working collaboratively with others to explore a range of possible responses to the questions they pose (Fingeret and Cockley, 1992).

The focus of Inquiry/Research can vary, depending upon the reason for the inquiry. In some instances, the focus may depend on what practitioners want to know. For example, an instructor may ask:

> *"What is happening in my classroom? I seem to be teaching in this manner and these seem to be the results. If I document these findings, other instructors can observe whether similar phenomena are occurring in their own classrooms. Is there something I can read that will support or add to my findings?"*

The emphasis of these kinds of questions and observations is on documenting classroom practice, and analyzing and reflecting upon the current practice for improving instructor effectiveness. As a result of these activities, practitioners often implement a plan of action to modify their practice. This dynamic is the focus of important studies conducted by Lytle, Fingeret, Cockley, and others.

A somewhat different focus and question may be:

> *"Can I, as a practitioner, discover classroom practices that will improve student learning in a specific setting (e.g., an inner city)? If I try this intervention to resolve a problem in my classroom, what results can I expect? If other instructors try this same intervention with similar students, will the results be the same or similar to my own?"*

Practitioners may develop new interventions as they gather more data from their research. The emphasis for effective change, then, is on planning, implementing, and evaluating an intervention that results in an improvement in practice that increases in instructor's effectiveness, or may have some bearing on student outcomes. However, prior to the intervention, itself, the practitioner must document, analyze, and reflect upon the current practices that guide the development of the research question. This is the precise focus of research conducted by the Comprehensive Adult Student Assessment System's (CASAS) Online Action Research (OAR) Project which is being continued through *PRO-NET*, the Action Research Center of the San Diego Consortium for Workforce Education & Lifelong Learning (CWELL), Nunan, and others.

Whereas both of these Inquiry/ Research orientations include instructors and adult students, the FOCUS in each instance is somewhat different—ranging from a focus on instructor documentation of classroom practices to the planning, implementation, and evaluation of an intervention for classroom problem solving.

This section will not attempt to draw the fine distinctions noted above; rather, this section paints an overall portrait of the Inquiry/Research Approach presented below. Practitioners may draw upon the guidelines to develop their own approach, based upon their own needs and instructional situations.

Underlying Assumptions

Underlying assumptions held by proponents of Inquiry/Research include the following (Sparks and Loucks-Horsley, 1990; McDonald, et al., 1995):

- Instructors are active constructors of their own professional practice, rather than passive consumers of others' proposals, research findings, or methodologies;
- Instructors are intelligent, inquiring individuals with legitimate expertise and important experience;
- Instructors are inclined to search for data to answer pressing questions and to reflect upon the data and formulate solutions;
- Instructors will develop new understandings as they formulate their own questions and collect their own data in search of answers;
- Theory and practice are viewed as a never-ending circle with theory informing practice and practice informing theory; and
- Instructors will change practices according to research results.

Theory and BackgroundError! Bookmark not defined.

The concept of *reflective action* upon which Inquiry/Research is founded, can be traced back to the 1930's writings of John Dewey, who wrote about the "searching teacher," and argued that curriculum development would only be effective with the active participation of those directly engaged in the teaching process (Holly, 1992). In fact, between 1920 and 1950, it was relatively common for practitioners to be involved in and to take personal responsibility for professional development. It was only at the end of the 1950s, with the onset of "global politics" and the introduction of large, hierarchical organizations, that compartmentalization of educational practice became commonplace (Drew-Hohn, 1993).

More recently, research literature describes the relationship between Inquiry/ Research and critical thinking among practitioners. Practitioner research can be used to:

- Help practitioners to relate research on teaching to their individual classrooms (Simmons and Sparks, 1985);
- Develop thoughtfulness on the part of practitioners through quality circles, problem-solving groups, and school improvement projects (Glickman, 1986);
- Help practitioners evaluate the effectiveness of their own teaching (Cross, 1987); and
- Provide practitioner development that helps to narrow the gap between research and practice (Loucks-Horsley, et al., 1987).

Cochran-Smith and Lytle (1992) describe inquiry as a means of building knowledge for teaching from the "inside-out." Unlike the more traditional notion in which practitioners gain knowledge from authorities outside the profession itself (e.g., generated at a university and then adapted by instructors for their own use), instructors, by critically inquiring into their own teaching practices, build their own knowledge base. The Inquiry/Research approach is embedded, therefore, in the instructor's own practice. Thus, out of inquiry, instructors can come to understand how they and their students construct knowledge in the classroom, and how interpretation of classroom events are shaped.

Several states, including California, Massachusetts, Pennsylvania, Rhode Island, Tennessee, and Virginia currently are engaged in the Inquiry/Research approach to professional development for adult education practitioners. The following provides examples of the variety of ways in which the Inquiry/Research approach can be implemented:

- **In California**, instructors involved with the CWELL Action Research Center, engage in research projects that focus on developing a better understanding of a) their students' attitudes, beliefs and achievement in and out of the classroom, b) the children of adult students, and c) the community surrounding the educational system. The research was conducted in a large urban area with a dense immigrant population and a high level of poverty (McDonald, et al., 1995).

- **In Virginia**, groups of practitioners develop inquiry projects with the assistance of locally trained staff development facilitators. The Virginia Adult Educator's Research Network promotes and supports inquiry by organizing study groups; training practitioners to conduct literature reviews, interviews, and analyzes of data; and by publishing practitioner-research reports (Drennon, 1994).

- **In Rhode Island**, a group of ESL teachers initiated a research process to, among other goals, help learners measure their own progress in literacy (Isserlis, 1990).

- **In Massachusetts**, at the University of Massachusetts' Bilingual Community Literacy Project, teachers in three community-based adult literacy programs (as well as faculty of the University of Massachusetts, Boston), are researching ways of developing closer links with communities in which programs are located (and of involving more community members as teachers).

- **In Philadelphia**, at the Adult Literacy Practitioner Inquiry Project (ALPIP), practitioners from a number of adult literacy agencies participate in an ongoing seminar wherein they share what they have learned from developing and using alternative assessment tools in the classroom, as well as through examining learning strategies of students and completing other practice-based projects (Lytle, et al., 1992).

ImplementationError! Bookmark not defined.

The methods of Inquiry/Research are more often that not qualitative or interpretive, rather than quantitative. This is essentially because the research is always field-based, lending itself to ethnographic methods such as keeping field notes or journals, observing, interviewing, engaging in dialogue, audiotaping, and collecting and analyzing documents and students' work. These approaches provide more detailed data than simple tests and surveys. In addition, practitioners engage in research in order to gain a better understanding of their beliefs and practices and to enhance their skills. Understanding of beliefs and practices comes from practitioners being more consciously aware of what they themselves actually think and feel as they plan for and engage in practice, and from paying careful attention to students' responses in class, in order to comprehend how students make sense of their learning.

Lytle and Cochran-Smith (1992) categorize the writing of practitioners resulting from Inquiry/Research, into four primary areas:

- Journals;

- Essays in which practitioners analyze their own classrooms and schools and consider issues related to learners, curriculum, and school organization;
- Oral inquiries and discussions using reflection and questions to make sense of their daily work, by talking about it in a planned and structured way; and
- Classroom studies based on documentation and analysis.

Classroom documentation and analysis are among the most common forms of Inquiry/Research. Each form of inquiry builds upon what practitioners want to know, and each takes into account the concrete, material conditions of their practice.

While Inquiry/Research is a practitioner-led activity, program administrators or instructors may rely on a professional development coordinator to facilitate the practitioner's ability to conduct research and to build a knowledge base. The professional development coordinator may thus consult with practitioners on an as-needed basis in order to:

- Guide various aspects of the process;
- Hold meetings to allow practitioners to discuss progress and problems, and to encourage practitioners to cooperate and to consult with one another; and
- Provide resources, including outside expertise as necessary.

Practitioners can work individually, collaboratively in pairs or small groups, or as a whole faculty. The option chosen may depend upon the availability of resources (both human and financial), geographic proximity, and the level of self-directedness of the practitioners engaging in the professional development activity. A collaboration of practitioners, building knowledge together, in what Lytle and Cochran-Smith (1990) call learning communities, may include individuals from a single institution, or from multiple institutions, and may involve university-based researchers and adult students.

This collaborative approach can be implemented in a traditional manner, with practitioners meeting periodically to discuss research elements, methodology and findings, or it can be implemented electronically, using an online system as the communication mechanism among participants. The latter format, implemented through the OAR project, is particularly advantageous for practitioners in more isolated areas or for part-time practitioners whose schedules often limit interactions with colleagues.

The literature on practitioner research describes various stages in the process, ranging from a 4-step process to a 10-step process. Below, we describe a seven-step process based upon a recent *ERIC Digest* article entitled "Adult Literacy Practitioners as Researchers" (Drennon, 1994). We also illustrate each step in the Inquiry/Research approach using an example from the OAR database of research processes and results. In this example, Martha Savage teaches ESL to intermediate, low students (and the topic of her research is listening strategies).

Step 1: Reflecting on practice and identifying a problem, issue, question, or concern.

The first step in the process of reflection is to identify, either individually or as a group, an area of interest to explore. This step requires practitioners to reflect upon their learning environments and their instructional strategies, and to generate a list of ideas/issues/problems on which they would like to focus. Practitioners may find it easiest to express ideas and objectives by beginning with thoughts such as:

- I would like to be able to . . ?
- What is the relationship between . . . ?
- What procedures should I use when . . . ?
- What happens when . . . ?
- What are the effects of . . . ?
- What is the role of . . . ?

Once some ideas have developed, practitioners can work in a group or individually to formulate a research question. In this process, it is important to balance worth with feasibility. Field-based research projects have to be manageable; therefore, research questions should be as precise a possible. However, it is often a struggle to pinpoint and clearly articulate a question. Instructors' work is immediate, demanding, and focused upon the success of a specific technique or lesson. It is often difficult to remain in an exploratory mode and reflect on what kinds of questions are important to ask. Some instructors select questions that are too narrow or too broad. An example of a very narrow question may be:

Martha Focused on the Following Problem

"The concept of listening represented a difficult task in my students' minds and their confidence level in their own ability was low. They seemed to see listening as an 'all or nothing' venture. They did not see it as a task which could be broken into attainable steps. Listening was a quietly done activity in which you either understood or you didn't."

> *After implementing a cooperative learning strategy, will 80 percent of the class master the unit test?*

This question only allows for a yes or no answer and does not provide additional meaningful information for the instructor. On the other hand, an example of an extremely broad question is:

> *How does the implementation of a functional curriculum improve a learner's ability to achieve personal, civic, occupational, and vocational goals?*

The sheer number of variables that are involved in determining the impact of a functional curriculum make this question almost impossible to answer. Even if this part of the problem were solved, how does an instructor measure "personal, civic, occupational, and vocational" accomplishments in one lifetime.

Formulating a question may be the most difficult, time consuming, and yet most rewarding part of the process. Instructors participating in the OAR project suggested that reading related articles and talking with colleagues helped the process.

Some examples of questions posed by instructors in the OAR project were:

- How does the integration of reading and writing instruction improve both reading and writing fluency?
- What are the effects of teaching listening strategies for real-life situations on intermediate ESL learners' listening comprehension and interactive listening behaviors?
- How can ESL learners develop questioning skills and the confidence to use such skills in real-life situations?
- How will various types of interactive journal writing improve fluency and comfort with writing?

Step 2: Gathering information

The second step in the process begins by exploring ways of collecting data needed to answer the question or to reach the objective. Activities may range from examining existing theoretical and research literature to gathering original classroom or school data. Students may become involved in the process not only by answering questions posed by practitioners, but as co-investigators "figuring out" what is happening, as well as why and how it is happening. In addition, practitioners may consider collaboration with university-based researchers as a valid part of the process. Such a collaboration may depend upon the topic of inquiry, the type of data needed, and the level of analysis used.

To begin exploring ways to collect data, practitioners may want to ask themselves or their colleagues the following types of questions:

- What information is needed?
- Why is that information needed?
- When is the information needed?
- What sources of information might be available and how can they be located?
- What activities can be undertaken to help answer questions?

Once practitioners have thought about potential data collection methodologies, they must consider the usefulness of a strategy and the feasibility of implementing it. Professional development coordinators may provide technical assistance and training in data collection and research methodologies, as well as in other processes that can aid practitioners in carrying out their activities.

In addition to technical assistance, other concerns, such as availability of resources, organizational support, practitioners' schedules, and the research time frame, may affect the selection of data-collection activities. Practitioners, therefore, have to ask themselves the following types of questions:

- Are resources available to attend an out-of-state workshop?
- Do I have access to relevant research reports in my area of interest?
- Is equipment available to videotape my class, and if so, how can the videotaping be accomplished? Will my students mind being videotaped?
- Is there sufficient time at the end of each class period to note accurately my observations in a journal?

Once practitioners resolve the above issues, they may begin gathering information to answer their questions. Data collection activities, then, may include:

- classroom observations, including video and audio recordings of classroom activities,
- study groups,
- surveys or interviews with students, colleagues, administrators,
- study of records including student work, test scores, lesson plans,
- review of the literature, and
- attendance at workshops and conferences.

Some practitioner/researchers also use an approach known as *triangulation*. For this approach, three different types of data sources are used to ensure a valid "picture" of reality. For example, in classroom research, three different sets of perceptions— the instructor, the students, and an external observer— can be juxtaposed against one another to create a more complete picture. However, this is not a requirement, and many practitioner/researchers do not involve an external observer.

If practitioners are working in a group, (or in pairs), it is important for them regularly to share their findings. Such sharing may be accomplished through meetings with colleagues, or, if available, electronically on line. The sharing phase is important in addressing any additional questions or concerns that may arise and in refining the research question. A professional development coordinator or research facilitator may assist to focus discussions and to serve as a resource.

After reading several journal articles, surveying her students' listening habits, sharing observations with a colleague, and observing her students as they interacted, Martha made the following observations:

- "Listening represented a very difficult task for my students and they listed it as their most needed and wanted skill;
- My students saw listening to me (the teacher) as a very different experience from listening outside of the classroom;
- My students, when having engaged in a listening task within the classroom, described the activity as a speaking task and asked for more;
- My students saw the task of successful listening as synonymous with understanding every detail rather than getting the general idea; and
- Even after working with my students for several months using what I thought were very real-life contexts, my students were not applying their listening skills outside of the classroom, nor did they see themselves as being able to apply them."

Step 3: Studying the information gathered, and analyzing, interpreting, and critiquing that information.

Instructors analyze, interpret, or critique the information gathered during the previous step. The analyses will vary, of course, depending upon the type of data collected.

Some analyses may be quantitative. For example, if pre- and post-test data were collected, practitioners would be able to analyze changes before and after an intervention. For the most part, however, practitioners will collect qualitative data based upon observations, portfolios, student journals, interviews, and the like. The analysis may then be centered around such questions as:

- How do students respond when . . . ?
- What factors may contribute to student responses?
- Which students, in particular, seem most affected by . . . ?
- What is the current theory on . . . ? Are there differences between what that theory holds to be true and how students respond?
- What instructional strategieswork best with . . . ?
- What types of activities most motivate students to . . . ?
- How much time do students need to . . . ?

Groups of practitioners may come together to analyze data. Such a practice, in fact, enables the researcher to gather different perspectives on the same data, and thus, begin the process of sharing information with other staff. Practitioners also may consider bringing students or university-based researchers into the process, as well.

Analysis allows practitioners to articulate more clearly what is happening in the classroom, and to hypothesize about why it is happening and what factors have any impact on the whole situation. A new theory may thus be generated, which may explain why something is happening.

Martha came to the following conclusion about her current teaching practices: "When I have traditionally taught listening comprehension, I have used tape recordings, asking students to listen to the entire message and then answer comprehension questions or participate in discussions. I have not taught listening within a communicative context."

Depending upon the purpose of the research study, this particular step may be extensive, involving considerable data collection and analysis. In other types of research, this step may take on the character of an exploration that would precede implementing a change in practice. Thus, this could be the final step in the process,*prior* to sharing the results; in other cases, it would be the step prior to planning an alternative or completely new approach.

Step 4: Planning some action to be taken, such as a new approach, strategy, or other intervention.

As discussed earlier, an underlying principle of practitioner research is that theory and practice are viewed as a never-ending circle, with theory informing practice and practice informing theory. Instructors use the information gathered to confirm an existing approach, to plan a new approach, or to suggest additional research. Practitioner research is, then, viewed as an ongoing process. Once new information is available, instructors can build on that information by experimenting with a new intervention. In planning the action, practitioners may want to consult with the professional development coordinator, review the literature, consult with colleagues, or consult with university-based researchers.

In order to measure the effectiveness of an intervention, practitioners need to document their students performance before and after the intervention. This should be done with appropriate assessment instruments, both qualitative and quantitative, including pre- and post-tests, journal entries, surveys, and performance-based assessments.

To determine the effect of a new teaching approach, Martha decided on the following assessment instruments:

- Customized listening performance pre/post tests that required interactive listening behaviors. The tests would be conducted one-to-one outside of the classroom. The tests would consist of 5 to 7 simple questions or directions. To create situations where questioning would be necessary, key vocabulary and vague directions requiring clarification would be embedded into the instruments. The topic of the pre-test would be assisting the teacher in an office setting. The topic of the post-test would be signing up for an end-of-the year potluck.
- Listening Habits Questionnaire, pre/post. Students would complete these anonymously.
- Student logs. Each week students would be asked to record situations in which they were required to listen and speak English outside of class. The logs would serve two purposes: record student progress and demonstrate to observers that they played a key role in the project, and that student comments were important enough to record.
- Teacher observations.

The assessments would be employed to answer the research question Martha formulated:

"What are the effects of teaching listening strategies for real life situations on intermediate ESL students' listening comprehension and interactive listening behaviors."

Step 5: Implementing the action plan.

During this process, practitioners implement the action plan they design and document what they do and the changes that occur as a result of what they do. Practitioners may keep a daily journal in which they record the activities implemented, time on task, student behaviors, difficulties encountered, and strategies to overcome difficulties. If more than one practitioner is involved in the same research question, they may meet periodically to compare how students are responding to implemented strategies.

In addition to documenting the process, practitioners also may desire to maintain the following types of information: names of participating practitioners, agencies involved, type and level of classes involved, topic, statement of problem, specific research question(s), time frame (targeted dates), intervention, assessment strategies, and expected outcomes. This information is vital for instructors who are ready to evaluate the intervention and share results with their colleagues.

Martha implemented the action plan described below to address her research question. The intent was to address the problem in two ways:

- By raising the student's awareness of listening as a skill that can be improved.
- By providing an increased number of opportunities for students to practice active listening skills with exercises designed for both bottom up and top down processing, approximating real-life situations.

The process included systematic use of the following skills:

1. Predicting

- a) getting ready to listen
- b) listing key words
- c) listing key questions

2. Rehearsing (confidence building/thinking on your feet activities)
   - a) speaking in small groups using key words/questions
   - b) speaking in front of the class
3. Formulating Questions (focused listening/chunking)
   - a) asking for the topic
   - b) discerning sequences in information given
   - c) asking for repetition of portions of information
4. Clarifying Statements/Questions
   - a) re-stating what they knew to check understanding
   - b) identifying what they needed to find out
5. Controlling a Conversation (interrupting the stream of speech)
   - a) using interjections
   - b) using related questions
   - c) using body movements
6. Reinforcing Skills
   - a) asking questions or writing after listening to "teacher chat" (Teacher talks about something that has happened in her life that is related to the life skill topic of the day)
   - b) listening to speakers and asking questions
   - c) writing about their outside of class experiences with listening using student logs

Step 6: Monitoring and evaluating the changes that occur and judging the quality of the changes.

Practitioners study the relationships between the interventions and what happens with students. They gather and analyze the new data to determine the effects of the intervention. Then they ask: Are the outcomes those that were anticipated? What differences were found? What accounts for the differences? What changes should be made in instruction or programs?

Martha used the assessments listed in Step 4 to monitor and evaluate the effect of the intervention. She found the following:

- **Performance Assessment:** Findings from the custom-designed performance assessment showed that on a scale of 1-5, my students' mean score rose from 3.17 on the pretest to 4.8 on the post-test. While half of the students scored 3 or below on the pretest, all students scored a 4 or 5 on the post-test.
- **Survey of Listening Habits:** Findings from the pre-surveys of listening skills showed that on the pre-survey approximately 2/3rds of my class described themselves as understanding either "not very well" or "very poorly." The problems they indicated were not having enough vocabulary, not being able to explain what they needed, being too nervous, people talking too fast, and pronunciation. On the post-surveys, while 3/5ths of my class described themselves as listening "not very well," none described themselves as listening "very poorly." As they described what helped them, they used vocabulary they had learned in class. Since students were not asked to write their names on the surveys, there was no one-to-one relationship between pre- and post-surveys.
- **Weekly Student Logs** My students seemed to respond to the logs well and they took the job very seriously. I began seeing that the weekly log requirement increased students' attempts to interact outside the classroom. Initially, students spoke to friends or family members primarily but as the study continued I began to see new subjects such as managers, bus drivers, counselors, and doctors. One of my female students announced that the day before she had taken her son for a doctor's appointment without a friend to translate. She felt she had performed well. I also began to see students talking to each other during breaktime, and using these conversations as examples in the logs.
- **Teacher Observations:** As the project proceeded, I saw my students' confidence levels rising. Students began to encourage other students to speak in front of class. They spontaneously gave compliments such as "Your pronunciation is good" or "I understand you." I also realized that I was requiring more writing from my students. Since the focus was on communication, writing was a natural form to include. They did some writing everyday in their journals, and wrote paragraphs and letters to guest speakers. During the "teacher chat," I talked about examples from my life related to the class topic. These "chats" together with journal responses contributed to a deepening of the relationship between my students and me.

Step 7: Sharing what has been learned through informal sessions with colleagues, facilitating workshops, or writing and publishing.

It is important to generate a body of knowledge by sharing what has been learned through the Inquiry/Research process. Reporting is a vital form of linkage for generating valid data, being able to learn from the data, and then wanting to act on the strength of the data. Sharing can take the form of informal discussions with colleagues, facilitating workshop sessions, writing and publishing articles, or developing an on-line data base (such as the OAR data base) to share project findings.

Martha shared her final research report through the OAR database. (The OAR database can be accessed through PRO-NET, which is part of the DIAL-IN system, or through the INTERNET.)
Her report included her:

- agency and program in which she conducted the inquiry/research,
- statement of the problem,
- research question,
- timeline in which she conducted her research activities,
- description of the intervention,
- assessment instruments,
- research findings, and
- reflections about her involvement with the inquiry/research process.

Results of the Inquiry/Research Approach

The Inquiry/Research approach benefits practitioners in a variety of ways. As practitioners learn more about research, they become more critical users of information and make more informed decisions about when and how to apply the research findings of others. They move away from what Friere described as "banking"to a more reflective approach to learning. In addition, they become information sources contributing to the knowledge base of the profession. Teaching improves as instructors learn more about teaching by becoming better able to look beyond the immediate, the individual, and the concrete (Watts, 1985). Collaborative research promotes sustained and substantive collegial interaction.

As Martha wrote about her involvement in the inquiry/ research project:
"This has been a growing edge for me. I have learned more this year about adult ESL than any other year. I have applied what I have been experiencing in this project to my classroom and in my workshops as well. I am better able to articulate the language functions and the inter- and intra- dependence. I love it?
"My students seemed to thrive on the concept that they were involved in a project. They took it very seriously and put a lot of effort into their journals, talks and the testing. This was very energizing to me. I responded to their enthusiasm."
"I appreciated my partner's good advice, clear thinking, and research."

Issues

Whereas there are multiple benefits to the Inquiry/Research approach, professional development coordinators must consider the following issues before choosing this approach:

- time,
- support, and
- staff readiness.

Inquiry/research is time-consuming and must be built into the practitioners' schedules if they are to engage in reflection, meet with colleagues, study the literature and research of the field, document and analyze classroom activity, implement and evaluate changes in their practice, and share their results. The part-time work schedule of many adult education instructors makes it difficult for them to talk, reflect, and share ideas with colleagues. In addition, not all practitioners are ready for this approach; some may be more dependent learners who require more structured learning activities. Others may lack the interest in or the research skills to conduct practitioner research. Before this approach can be successfully implemented, professional development coordinators and practitioners must identify the need for other areas of professional development. If necessary, they may need to provide support such as how to conduct and document field-based research.

An environment supportive of practitioner research includes encouragement and endorsement from program administrators in the form of: (1) acknowledgment that the staff is conducting important Inquiry/Research (2) recommendations of resource materials; (3) scheduled time for sharing among collaborators or for recording observations; (4) financial support; and (5) assistance in learning the methods of research in order to undertake the activities required by the process.

References

Comprehensive Adult Student Assessment System (1993). On-line Action Research (OAR) Database.

Cochran-Smith, M. and Lytle S. (1992). "Communities for Teacher Research: Fringe or Forefront?" *American Journal of Education,* Vol. 100, No. 3, 298-324.

Cross, P. (1987). "The Adventures of Education in Wonderland: Implementing Education Reform" *Phi Delta Kappan,* 68(7), 496-502.

Drennon, C.E. (1994). "Inquiry and action: Implementation guide for program administrators and staff development facilitators." VA: Adult Education Centers for Professional Development.

Drennon, C.E. (1994). "Inquiry and Action: A Plan for Adult Education Staff and Professional Development in Virginia." VA: Adult Education Centers for Professional Development.

Drennon, C.E. (1994). "Adult Literacy Practitioners as Researchers." National Clearinghouse for ESL Literacy Education. DC: Center for Applied Linguistics.

Drew-Hohn, M.D. (1993). "Overview: Five Models of Staff Development." Boston, MA: State Adult Basic Education System (SABES).

Fingeret, H. and Cockley, S. (1992). "Teacher Learning: An Evaluation of ABE Staff Development in Virginia." VA: The Virginia Adult Educators Research Network.

Gall, M.D. and Vojtek, R.O. (1994). "Planning for Effective Staff Development: Six Research-Based Models." ERIC Clearinghouse on Educational Management, University of Oregon.

Glickman, E. (1986). "Developing Teacher Thought." *Journal of Staff Development,* 7(1), 6-21.

Glatthorn, A. (1987). "Cooperative Professional Development: Peer-Centered Options for Teacher Growth." *Educational Research,* 45(3), 31-35.

Holly, P. (1992). Action research: The Missing Link in the Creation of Schools as Centers of Inquiry." In Lieberman, A., & Miller, L. (Eds.) *Staff Development for Education in the 1990s* (pp.133-157). New York: Teachers College Press.

Isserlis, J. (1990). "Using Action Research for ESL Literacy Evaluation and Assessment" *TESL Talk* 20(1), 305-316.

Loucks-Horsley, S., Harding, C. Arbuckle, M., Murray, L., Dubea, C., and Williams, M. (1987). "Continuing to Learn: A Guidebook for Teacher Development." Andover, MA: Regional Laboratory for Educational Improvement of the Northeast and Islands, and the National Staff Development Council.

Lytle, S., Belzer, A., and Reumann, R. (1992). "Invitations to Inquiry: Rethinking Staff Development in Adult Literacy Education." (Technical Report TR92-2). Philadelphia, PA: National Center on Adult Literacy.

Lytle, S., Belzer, A., and Reumann, R. (November 1993). "Initiating Practitioners Inquiry: Adult Literacy Teachers, Tutors, and Administrators Research Their Practice." (Technical Report TR93-11). Philadelphia, PA: National Center on Adult Literacy.

Lytle, S. and Cochran-Smith, M. (1992). "Teacher Research as a Way of Knowing." *Harvard Educational Review,* Vol. 62, No. 4, 447-474.

McDonald, B., Hofstetter, C.H., and Sticht, T.G. (1995) "Delivering WELL, Teachers As Researchers In Adult Workforce Education and Lifelong Learning," CA: The Action Research Center (ARC) of the San Diego Consortium for Workforce Education & Lifelong Learning (CWELL).

May, W. "Teachers-as-Researchers or Action Research: What is it, and What Good is it for Art Education?" *Studies in Art Education, A Journal of Issues and Research,* 1993, 34(2), 114-126.

McTaggart, R., "Principles for Participator Action Research." *Adult Education Quarterly,* Volume 41, Number 3, Spring 1991, 168-187.

Pates, A. and Fingeret, H.A. (1994). "Innovative Training Practices: Practitioner Research as Staff Development: The Story of a Practitioner Research Project." Durham, NC: Literacy Source.

Nunan, D. (1992). "Research Methods in Language Learning." England: Cambridge University Press.

Simmons, J. and Sparks, G. (1985). "Using Research to Develop Professional Thinking About Teaching. *Journal of Staff Development,* 6(1), 106-116."

Sparks, D. and Loucks-Horsley, S. (1990). "Five Models of Staff Development," Oxford, OH: National Staff Development Council.

Watts, H. (1985). "When Teachers are Researchers, Teaching Improves." *Journal of Staff Development,* 6(2), 118-127.

Section 2d:
Product/Program Development Approach

Adult educators, including classroom instructors, often volunteer or are selected to develop new curriculum; and they also may be selected to participate in new program development or program enhancement, such as workplace and family literacy programs. Similarly, program improvement, such as implementing standards of program quality or a new curriculum or assessment procedure, may involve staff from different positions and levels. Whereas developing curriculum for an individual classroom or an agency is quite different in scope from developing an entirely new program or agency-wide system, the *process* for these developments are similar. Both, therefore, are included under this one approach. The differences will be explored below as we discuss them separately using concrete examples.

Although product and program development have been long-standing activities of adult educators, often they are not treated as professional development activities. Nonetheless, the skills developed - researching, working collaboratively, analyzing findings, and field-testing results - indeed are significant professional development activities and may have far-reaching influence on the thinking and instructional practices of teachers. There is a need, therefore, to bring to a conscious level, especially for participants, the nature and degree of professional development that occurs when Product/Program Development takes place. Not surprisingly, given available time and funding, the articulation of product and program development as an integral part of professional development activities has occurred most frequently in the K-12 context.

Underlying Assumptions

Sparks and Loucks-Horsley (1990) observe that "…instructors acquire important attitudes and skills (including information gathering, thinking, and group processes) through involvement in school improvement or curriculum-development activities."

Other assumptions upon which the Product/Program Development approach is based include:

- Adult educators, including instructors, are knowledgeable about instructional and program needs and are capable of addressing those needs; and
- New curriculum or program development is more likely to be implemented when those required to do the implementation also are involved in the development process, itself.

Theory and Background

Program Development and Change: Program development and, in many instances, curriculum development rely upon the literature on change to provide guidance for change. In fact, Wood (1989) designed a specific approach to program development through professional development. His model, not unlike many change models, is a five-stage Readiness, Planning, Training, Implementation, and Maintenance (RPTIM) model.

Another recent K-12 change model is reflected in a 3-year study of the school improvement process, called Site-based Management (SBM). The University of Southern California studied schools adopting this model in the United States, Canada, and Australia (Odden & Wohlstetter, 1995). Crucial to this approach's success was professional development in group decision making, consensus-building, conflict resolution, and leadership skills, as well as the development of teaching, learning, curriculum, and assessment. Likewise, the Total Quality Management (TQM) restructuring plan has been adopted by many K-12 schools, and at least adopted in part by some adult programs. The purpose of TQM is *continuous improvement of the organization's ability to meet or exceed its customers' needs.* Whereas management (administrators) must accept the responsibility for changing the system, all staff have to be involved in ongoing efforts to improve any given systems. Administrators work collaboratively with instructors.

In the TQM view, as adapted for education, administrator/instructor teams are the equivalent of industry's front-line workers. One professional development process used to achieve continuous improvement *is Quality Circles.* Likewise, "process portfolios" are widely used in TQM (as they are in several other approaches cited) as assessment procedures that measure growth more broadly than does the "teach and test" mode.

Curriculum Development: Glickman (1986) suggested that a primary aim of professional development should be to improve a teacher's ability to think - and that curriculum development is a key to that process. Joyce and Showers (1988) see the process in a more integrated way, emphasizing the need for professional development as a means towards the successful implementation of curriculum development. Glatthorn (1987), who believes that curriculum development should be accomplished by groups, stresses the advantages of group dynamics including opportunities to share ideas about teaching and learning in general as well as accomplishing the specific development task.

Components of Product/Program Development

Because there are two development components under this one approach, each is discussed below.

Product Development: Product development as employed in the adult education field, usually takes one of two forms - curriculum development or resource manual/handbook development. Of the two, curriculum development is the more common. The general practice appears to be either the appointment by administration or selection by staff of representatives to serve on a curriculum development committee, which has the function of resolving specific curriculum requirements. For example, six states were heavily effected by the recent influx of immigrant populations to the United States. Few commercially published materials or curriculum guidelines were available for this population, therefore, states or agencies were "forced" to develop their own materials and guidelines, including a scope and sequence of curriculum content and sometimes suggested strategies.

Also popular, as well, are resource guides or "how-to" manuals. Resource guides, for example, may depict a matrix of publishers' resources by topic and ability level; or it may reflect available community resources that serve adult students' needs. With the increasing use of technology in the classroom, some step-by-step handbooks have been developed to assist instructors in using technology effectively.

Products, whether considered as curriculum *or resource*, are useful only if the targeted audience is already familiar and comfortable with the contents or process recommended. Those developing the products are logical choices to lead professional development activities, -from start to finish. Examples of product development can be found in many adult education programs, including those developing new training modules (e.g., Texas, Virginia, SABES in Massachusetts, and the Northwest Consortium: Oregon, Washington, Idaho, and Alaska).

Program Development. Program development also has two major components: system-wide innovation and program enhancement. Because both of these categories tend to be broader than those of product development, it is not unusual to find both curriculum and resource products included in program development.

Adult education programs generally have not had sufficient resources (time, personnel, or funding) to invest in many system-wide "restructuring" innovations common in K-12 programs. During the 1970s and early 1980s, however, many states did develop competency-based, adult programs in ESL, ABE, GED, and ASE areas, as well as in adult vocational programs. Little, if any, adult education system-wide development has occurred around Site-based Management (SBM), although limited development of Total Quality Management (TQM) programs can be found in adult education - most often at the state or regional levels.

On the other hand, widespread program enhancements and program improvements appear to exist in adult education. The development of workplace literacy and family literacy programs has become popular in recent years, for example. In large measure, the popularity of such programs has resulted from available funding and encouragement by the Federal government, the private sector, and the public domain to assist unemployed or displaced workers.

Unlike the system-wide innovations described above, program enhancements do not affect all members of the adult education agency. Rather, enhancements affect only those administrators, coordinators, and instructors involved in the new programs. Professional development beyond general awareness, therefore, targets those involved only in the enhancements aspect of the program.

As mentioned earlier, both system-wide program development and program enhancement tend to incorporate elements of product development. For example, the competency-based movement in adult education produced many handbooks on what has come to be called competency-based education (CBE) and curriculum products. The Adult Performance Level (APL) project in Texas, the Clovis, California CBE project, and the ABLE Network and Northwest Consortium (Oregon, Washington, Alaska and Idaho) have all engaged in curriculum and product development as part of a program improvement effort. Likewise, both workplace and family literacy projects have spawned a myriad of resource and curriculum products.

Implementation

The development of a new curriculum or the establishment of a new system of school operations may evolve from several sources. Some of these sources are: state or federal directives, availability of new funding, new research data, needs assessments, dissatisfaction (general or specific), unsatisfactory levels of student achievement, and/or a public outcry. Implicit in this approach is that the need or problem is often widespread rather than individual.

The four steps for implementing a development/improvement process are:

1. identifying a need or problem,
2. developing an action plan,
3. implementing the action plan, and
4. evaluating the results.

The professional development coordinator has a key role to play as a facilitator in the Product/Program Development process. In addition, the coordinator may have other outside roles, such as that of administrator, or assigned teacher, or the coordinator may be a designated professional development specialist (depending upon the size and sophistication of the agency involved). Each of the four steps for implementing a development process is elaborated below:

Step 1: Identifying a need or problem.

As in other approaches to professional development, identification of needs and problems can be achieved through many avenues, both formal and informal. Some informal avenues include: discussions among instructors or meetings between instructors and administrators; meetings in committees formed to discuss a problem; meetings held by state or local officials; reading about similar situations; or public outcry. Formal avenues include assessment and evaluation data and needs-assessment instruments designed to detect widespread interests or problems.

Step 2: Developing an action plan.

The first requirement of an action plan is an analysis and projections from the needs data. Several questions need to be answered usually through a group/team process, including:

- How widespread is the problem/need? (As mentioned above, if a problem is found only in isolated instances, another professional development approach might be more appfopriate.)
- What will be the resulting disruptions in instruction and programs? (If disruptions are anticipated, they may be prepared for.)
- What additional information is needed? (Consultants or research data may have to be located, or surveys conducted.)

Following the above analysis is the need to brainstorm or otherwise identify alternative approaches for resolving the situation. These alternatives need to be set against such questions as:

- Will the solutions fit within budget constraints (including expertise, staff, and materials/equipment)?
- Is additional funding available?
- What time-frame would be required?
- How will disruptions of ongoing operations be accommodated?
- What approvals are necessary (e.g., administrative, committees, school boards, state officials, faculty associations)?
- What are the anticipated outcomes; how will they be determined and judged (i.e., assessed and evaluated)?

For example if it appears that existing ESL grammar-based approaches are not succeeding with newly arrived immigrant students, alternative approaches would need to be researched; decisions on a new approach made; new instructional materials located or developed; professional development programs planned; implementation scheduled, assisted and evaluated; staff selected; and time allotted to achieve this curriculum development project.

Step 3: Implementing the plan.

Whether the plan calls for developing a product (such as the ESL curriculum for new immigrants cited above) or calls for a program enhancement (such as installing a workplace literacy program) the third step is to begin implementation of the plan. Product development may be both easier and less time-consuming than program development, which usually involves more people and has more far-reaching results, and continues over a longer period of time.

If the objective is to develop curriculum, several instructors might simply be hired over the summer to research and develop the new ESL curriculum, for example. Ideally there would be prior and continuing input from other instructional staff. Once completed, appropriate professional development would be necessary to assist those teachers implementing the new curriculum. Without this often-ignored professional development step, newly developed curriculum is likely to gather dust rather than converts. The failure of "new math" is a glowing example of imposed curriculum without appropriate instructor input or subsequent professional development.

For program development such as the design and implementation of a family literacy program, the involvement of instructional staff, administrators, support staff, and related business and community organizations must be involved. In this more complex instance, it is often wise to begin with a pilot or small scale operation using volunteers from each staff category who are committed to the development process. They are most likely to be successful in the implementation thereby encouraging more skeptical colleagues to follow. This means that professional development must be continuing over time with early participants playing key roles in facilitating the development of others.

For both product and program development to succeed, two kinds of professional development are necessary: (1) the professional development that takes place for those involved in establishing a process or developing a product; and (2) the professional development of those using the product or participating in the new program. The second level of professional development is especially crucial in adult education programs, as they have a high rate of instructor turnover.

Step 4: Assessing and evaluating results.

Assessment and evaluation in product or program development must be continuous; and in the development process, itself (such as that for curriculum), should be field-tested in pilot situations, as the process develops. Such developmental assessments ask the following types of questions:

- Are instructors able and willing to use the new curriculum in their day-to-day instruction?
- Are the new curriculum materials sufficient to meet students' and teachers' needs; and are materials easily understood by instructors?
- Does the new curriculum result in significant student achievement?
- Are the levels appropriate for student comprehension?
- Do students react positively to the new development?
- Does the curriculum sequence build on current skills and enhance new learning (e.g., English language acquisition)?

Evaluation questions include:

- Is the learning relevant? (Will students be able to use what they learn in their daily lives?)
- Is the content important? (Does it build essential skills or concepts?)
- What do the results of curriculum development mean for overall program development? (Are results linked to the future of development?)

Assessment and evaluation require wide ranging data collection and analysis on an ongoing basis. Information resulting from assessment and evaluation must be easily accessible to all stakeholders including instructors, administrators and relevant business and community groups. Failure to communicate results is a major factor in the failure of the innovation's ability to last.

When the results of assessment and evaluation are less than satisfactory in terms of goals, objectives, and expected outcomes, it is necessary to revise those elements (of the product or the program) that are not functioning as expected. The same procedures described above should be followed. Curriculum development, especially, is an ongoing process, and, as populations change, new procedures must be developed and new resources must become available.

The following scenario is designed to show the four steps necessary for implementing the Product/Program Development approach.

SCENARIO OF A SPECIFIC PROGRAM IMPROVEMENT IMPLEMENTATION

Step 1: Identify need/problem

The state standards committee completed its deliberations on model indicators of program quality, based, themselves, on the national model for its adult education programs. Local agencies were asked to implement measures, standards, and strategies for each of the indicators. To accomplish that task, the local agency (a medium-sized, suburban community college) established a planning committee consisting of five elected instructors, the ABE and ESL Coordinators, and the administrator in charge of instruction and support services. In reviewing the new standards, the committee realizes it may not meet several of those standards, including one that specifies that '. . . materials be adult oriented, culturally sensitive, and appropriate to student levels of preparedness.' Members of the committee decide to form a subcommittee to review materials and to make recommendations in order to meet that standard.

Step 2: Develop an action plan

The subcommittee decides that it will:

- Review existing ABE instructional materials, to determine the extent to which those materials meet the following three criteria: adult oriented, culturally sensitive, and appropriate to student levels of preparedness;
- Use the CLOZE Readability Procedure, to determine if regularly used texts are appropriate to student levels of preparedness;
- Ask selected staff and administrators to review the materials, to determine if materials are adult oriented;
- Ask representative community members to review materials for cultural sensitivity; and
- Draft recommendations for changes in the use of materials, and develop new materials, as necessary.

Step 3: Implement the Plan

The subcommittee spent four months carrying out the steps of the plan described in Step 3:

- Protocols were developed for the review of materials by community representatives, administrators, and staff; and
- CLOZE tests were administered to a random selection of students, and all frequently used texts were checked for readability levels.

Step 4: Evaluate results

Assessment of the data from Step 3 indicated that:

- Results of the CLOZE Readability Procedure disclosed that the text used for ABE classes had a reading level that was too difficult for many students;
- Community representatives found that one of the reading texts had passages that might be interpreted as culturally insensitive; and
- The instructional and administrative staffs reported that all of the materials reviewed were adult oriented.

Follow-up and Evaluation efforts determined that:

- A new ABE reading text should be purchased or instructional staff should develop a new text;
- If a new text is developed by instructors, the text must be field-tested with the appropriate student audience; and
- A wide variety of materials, such as forms, pamphlets, news articles, and the like, should be made available in order to ensure that students can select materials according to their own interests and according to their ability to 'decode' and to understand the materials.

Results of Product/Program Development

Little research has been done on the actual impact of product or program development on adult educators' day-to-day activities (or on student achievement). There are some K-12 studies, however, of the results of Product/Program Development on such areas as job satisfaction and level of commitment. In addition, in some K-12 instances, the results of program development projects in reading instruction have resulted in large gains on state reading tests (Sparks, et al., 1985).

Issues

For what may be termed successes to occur in Product/Program Development, some required situational conditions are:

- Administrative commitment to the process, including the ability to generate a well-defined vision, to motivate continuing participation, to share decision-making processes among various school-related groups, to delegate responsibility, to establish a climate that provides positive reinforcement and that rewards success at all levels, and to encourage continuing professional development;
- Adequate resources (e.g., quality time, funding, materials, human resources); and
- *Continuous* professional development, including emphasis on the skills needed for implementing and for modifying new programs and products. Product development projects completed by a few, full-time staff, or temporarily hired instructors, may have a long "shelf-life," but may have little impact, unless an ongoing program of professional development accompanies the process and the product to be achieved.

Essential to the success of newly developed products or programs is, first, the engagement of all staff for long-term application, and, second, the extent of administrative commitment and support of ongoing professional development activities.

References

Glatthorn, A. (1987). "Cooperative Professional Development: Peer-Centered Options for Teacher Growth." *Educational Leadership,* 45(3) 31-35.

Glickman, E. (1986). "Developing Teacher Thought." *Journal of Staff Development,* 7(l), 6-21.

Joyce, B. and Showers, B. (1988). "Student achievement through staff development." New York: Longman.

Odden, E. and Wohlstetter, P. (February 1995). "Making School-Based Management Work." *Educational Leadership,* 52(5) 32-36.

Sparks, D. and Loucks-Horsley, S. (1990). "Five Models of Staff Development for Teachers," Oxford, OH: National Staff Development Council.

Sparks, G., Nowakowski, M., Hall, B., Alec, R., and Imrick, J. (1985). "School Improvement Through Staff Development." *Educational Leadership,* 42(6) 59-61.

Wood, F. (1989). "Organizing and Managing School-Based Staff Development." In S. Caldwell (Ed.) *Staff Development: A Handbook of Effective Practices.* Oxford, OH: National Staff Development Council.

Section 3:
Users of the Guide: *An Overview*

Providing professional development opportunities for adult educators requires the active support and involvement of individuals at the state-level, at professional development agencies, and at local adult education programs. Although the participation by all of these individuals is necessary to ensure that appropriate professional development activities benefiting individual practitioners and improving adult education services occur, the nature of their specific involvement with professional development may be quite different. This section presents three strands detailing how information in the *Guide* can be used separately by professional development specialists or coordinators, instructors, and state and local administrators.

- **The Professional Development Coordinator Strand** is intended to be used by staff at professional development agencies and at local adult education programs who are responsible for developing and delivering professional development activities. This strand provides guidelines for them to reflect upon their own professional development and for assisting instructors in determining their needs and in planning professional development activities. Practice scenarios are provided to assist coordinators in designing professional development plans that work.

- **The Instructor Strand** is designed for use in situations where a Professional Development Coordinator or specialist is not available. Instructors are assisted in determining their own professional development needs, and are encouraged to keep an appropriate administrator informed of their requirements. A practice scenario is included to help instructors in designing professional development plans.

- **The Administrator Strand** is designed for administrators at the state and local levels. It encourages them to look at their professional development needs as well as ways to support the professional development activities of others in their program.

Section 3a:
Professional Development Coordinators

This strand is designed to assist Professional Development Coordinators in using the *Guide* to facilitate a variety of approaches to professional development for themselves and for instructors in their agency, region or state. The purpose of this strand is threefold:

- To assist Professional Development Coordinators in looking at their own professional development needs;
- To suggest ways that Professional Development Coordinators can assist instructors in determining their professional development needs; and
- To suggest ways that Professional Development Coordinators can assist instructors in using a variety of approaches and activities to achieve their individual goals in the context of program goals.

The format of this strand provides a step-by-step sequence that Professional Development Coordinators can follow in order to achieve the goal of a more diversified approach to professional development. Because the audience for this *Guide* is varied in its professional development background and experience, the steps in the *Guide* are detailed. Readers, however, are invited to skim the sequence and skip steps with which they are familiar.

Adopt and Adapt!

The approach of this section as in the *Guide* itself, is designed to be suggestive, rather than directive. Readers are encouraged to adopt as well as adapt the contents of the *Guide* to fit the context of their own programs and participants.

Professional Development Coordinators should play a major role in facilitating a variety of approaches that instructors could use to improve their craft, as well as to improve their agency programs. It is important, then, for coordinators to feel comfortable and confident in this important role. The following chart presents an outline of the eight implementation steps with referrals to related sections of the *Guide*.

Implementation Strand for Professional Development Coordinators	
Steps of Implementation	**Related Resources in *Guide***
Step 1: Complete Needs Assessment Profile for Professional Development Coordinators	Appendix A: Profiles
Step 2: Implement Activities for Professional Development Coordinators	Section 2: Approaches
Step 3: Evaluate Activities of Professional Development Coordinators	Section 4: Evaluation
Step 4: Profile Targeted Instructors	Appendix A: Profiles
Step 5: Analyze Profile Data	Appendix A: Summary Profiles + Scenarios in this strand
Step 6: Select Approaches for Instructors including a Plan for Assessment and Evaluation	Section 2: Approaches Section 4: Evaluation + Appendix B: Contracts
Step 7: Implement Selected Professional Development Approach(es)	Section 2: Approaches + Section 3: (this section)
Step 8: Evaluate Results of Professional Development Activities for Instructors	Section 4: Evaluation

PART 1: STEPS 1, 2, AND 3 ARE INTENDED FOR PROFESSIONAL DEVELOPMENT COORDINATORS' OWN PROFESSIONAL DEVELOPMENT

Step 1: Complete Needs Assessment Profile for Professional Development Coordinators. Professional Development Coordinators should turn to Appendix A and locate the Needs Assessment Profile for Professional Development Coordinators. They should complete that profile for themselves and analyze the results. For example, if they find there are approaches to professional development with which they are unfamiliar they can turn to Section 2, which provides descriptions and uses of each approach.

BEST COPY AVAILABLE

Likewise, if there are questions about evaluation, use of contracts or if there are other topics in need of further exploration, the table of contents can assist in locating topics for review. If findings indicate a need for professional development, plans (including a design for evaluation) should be made for all professional development activities. Once those plans are completed, coordinators should proceed to Step 2. (If it is determined that no additional professional development activities are needed, coordinators are ready to proceed to Step 4.)

Step 2: Implement needed activities for Professional Development Coordinators. Any professional development activities and approaches planned for the Coordinator(s) in Step 1, should be implemented. Monitoring and assessment procedures and instruments should be in place.

The Needs Assessment Profile

If there is more than one Professional Development Coordinator in an agency, region, or state, the Needs Assessment Profiles completed by each Coordinator can be aggregated to get a clearer picture of skills and experience held collectively. Appendix A contains a "Summary Profile Form for Professional Development Coordinators." Once the Summary is analyzed, special development programs may be scheduled for individuals or groups of Coordinators. If individual Coordinators are involved, the results of activities also can be made available to other Coordinators.

Step 3: Evaluate activities of Professional Development Coordinator(s). The success or problems encountered during any activities carried out in Step 2 should be analyzed and evaluated. At the conclusion of Step 3, the Professional Development Coordinator should be comfortable with knowledge about and use of all approaches in the *Guide* and be ready to plan with instructors any professional development activities that represent a variety of approaches.

PART 2: STEPS 4 THROUGH 8 ARE FOR PROFESSIONAL DEVELOPMENT COORDINATORS WHO FACILITATE PROFESSIONAL DEVELOPMENT FOR INSTRUCTORS

Step 4: Profile targeted instructors. Professional Development Coordinators should:

- Determine which instructors will be targeted for professional development at a given time. (e.g., Will all instructors be involved? Only ABE or ESL instructors? Only ASE/GED instructors?)
- Duplicate and distribute to certain, targeted practitioners, the Needs Assessment Profile for Instructors. An example of such a profile also is located in Appendix A. Instructors should be told to complete the profile, make a copy for themselves, and forward the original to the Professional Development Coordinator. A deadline date should be given and, if that date happens to be some time distant, a reminder should be sent a week prior to the return date. The Professional Development Coordinator should be available, should instructors need assistance with this process.
- Once the instructor profiles have been collected, the data from them should be aggregated on the "Summary Profile Form for Instructors." That form is located in Appendix A.

Step 5: Analyze profile data. The determination of which needs should be addressed is an important task for coordinators. Included are the needs of instructors as a group, of individual instructors, and of the adult program served. This step, therefore, will be discussed in greater detail than the preceding steps.

In analyzing the Summary Profile Form for Instructors, the Professional Development Coordinator needs to consider several large chunks of data in determining recommendations for professional development approaches. A chart for helping Professional Development Coordinators translate the components from the Needs Assessment Profile Summaries for Instructors into professional development approaches can be found under Step 6 below.

Teaching Situation: *(Location/isolation)* Are instructors located mostly in rural, suburban or urban areas? In those areas, are they isolated at their instructional site? If they are at a site with several other instructors, are collaborative efforts possible or

Cooperative Efforts

When cooperative efforts are employed, it is generally recommended that instructors who prefer working with others be the first to implement a project and, after they meet with success, others be encouraged to participate on a voluntary basis.

do schedules make that very difficult? *(Computer availability/comfort)* If instructors are isolated, are computer networks available for on-line cooperative efforts? If computer networks are available, are instructors capable and comfortable in using the technology? *(Teaching areas)* Are instructors teaching subjects where there are few or many instructors? For example, in some locations ESL is heavily impacted but ABE has very few instructors. In other areas, the reverse may be true; and those situations will have an effect upon the professional development approaches selected, particularly in reference to:

- **Learning Preferences.** If collegiality is a possibility, it is also important to consider the learning preferences of the instructors concerned. That is, if opportunities for cooperative ventures are available, will instructors want to participate? Will special training be required if cooperative efforts are implemented?
- **professional Development Preferences.** Likewise, what kind of professional development activities do the instructors as a whole or individual instructors prefer? Do these preferences suggest different approaches for different groups of instructors?

Education/Training (including professional development activities): Does the background of instructors include education and experience in elementary or secondary education with little or no adult education preparation? Are there credentialing requirements for adult teaching that specify special training and/or experience in working with adults? Is the only experience of some teachers a few "professional development" activities? Has there been extensive and sequential professional development? Has professional development been largely through workshops and conferences? Will instructors be prepared or comfortable using other approaches?

Extent of Teaching Experience: Have most instructors been teaching their subjects for a long time? Is there a mix of experienced and new teachers? Are the majority very new to adult teaching? For example, if all ESL instructors were newly employed within the last three years — and all were new to teaching adults — how would that situation impact the choices of professional development activities?

Support: Although this item appears last, it is perhaps most important to the success of professional development activities. The literature abounds with instances where instructors were "hyped" for an alternative program or approach to professional development, such as peer coaching. They invested valuable time and energy only to find there was no real support of their efforts in terms of released time or financial remuneration. Worse, however, was finding their efforts unappreciated and neglected. In these instances, no professional development activities at all would have better served faculty morale.

Does administrative support for professional development efforts exist? Are administrators actively involved in these efforts? Do they provide time, flexibility, and appreciation of faculty efforts? Is there someone who serves in the role of "facilitator" of professional development choices and efforts (i.e., a Professional Development Coordinator)? Is professional development seen as a *team effort?*

Step 6: Select appropriate professional development approaches. The analysis — breaking down the responses from the Needs Assessment Profiles — is the easy part. The synthesis — selecting appropriate professional development approaches — is the challenge. It is obvious from the above questions that no one approach will best serve all instructors. The usual tendency is to find single answers for awhile, then swing to another best answer. For example, the Inquiry/Research approach to professional development has been suggested in several recent articles as the answer to quality professional development. Whereas it is a very effective approach for some instructors in some situations, other approaches may serve better other instructors or the same instructors in different situations. The following chart may be useful as a worksheet for selecting appropriate professional development approaches.

Linking Components of the Needs Assessment Profile Summary for Instructors with Professional Development Approaches

Components from Profile Summary	Possible Approaches
Teaching Situation: – Location/Isolation – Extent of Teaching Time – Teaching Areas: ABE/ESL GED/ASE . . . – Computer Availability/Comfort	
Support: – Administrative (e.g., encouragement/ participation) – Fiscal (e.g., funding/release time) – Team Approach	
Education/Training: –Formal Teacher Education (Y/N) Focus –Past Professional Development	
Preferred Learning Preferences and Professional Development Preferences: –Learning Preferences –Professional Development Preferences	
Teaching Experience: – Years of Experience – Experience in Teaching Adults	
Professional Development Topics/Content Listed:	

BEST COPY AVAILABLE

To complicate further the selection of professional development approaches is the need to consider not only individual preferences and needs, but to consider the needs of the instructional program as well. Few administrators are willing to support individual activities that appear unrelated to program goals. Professional Development Coordinators, therefore, have a responsibility to facilitate the blending of individual and program objectives. Solutions to the blending dilemma were discussed in the introduction and hinted at in the "support" category above: making professional development a team effort involving administrators, faculty, staff, and professional development coordinators themselves, is one of the most effective ways to insure administrative support, have balanced professional development objectives, and maintain a climate of cooperation and collegiality.

Professional Development Plans

To ensure the appropriate planning, monitoring, and evaluation of the selected professional developmen approaches, the Professional Development Coordinator may want to consider using one of the several professional development plans presented i Appendix B.

Step 7: Implement the selected professional development approaches. The extent of implementation at any given time depends on several factors:

- The size of the target population (e.g., number of ESL instructors who will participate),
- The amount of funding available for release time, materials, and compensation,
- The time that instructors are able to devote to professional development (even if compensated),
- The time that the Professional Development Coordinator has to devote to the facilitation of professional development, and
- The scope of the professional development plan (see below and the box under Step 6).

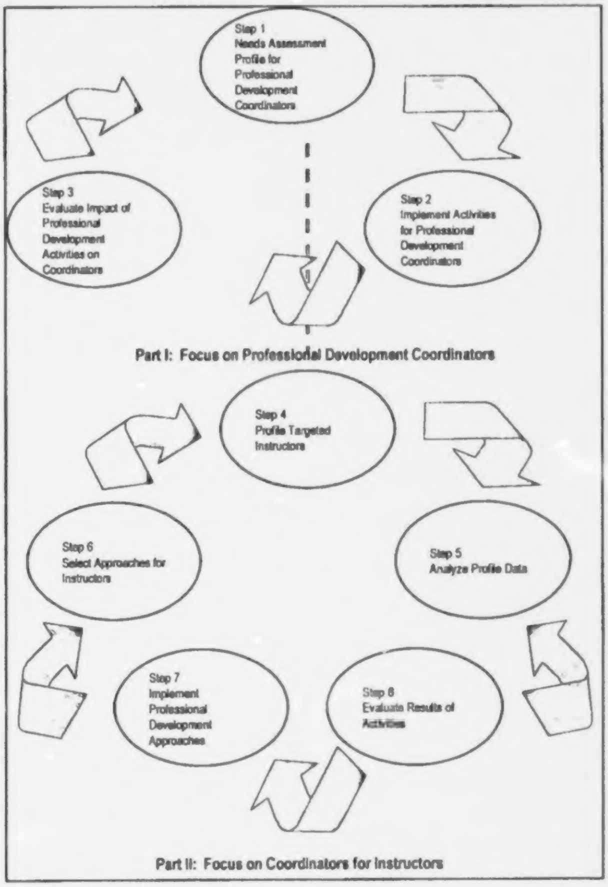
It is at this point, therefore, that Professional Development Coordinators need to make sure they have a step-by-step plan, fully approved with appropriate funding, assigned responsibilities, and a realistic time frame. Preferably, instructors have been involved from the outset in designing the professional development plan. If not, it is essential that they now be brought in and allowed to modify any plans — if modifications are realistic and agreed upon by the group.

To begin the implementation process, the Professional Development Coordinator may want to hold a workshop or conference that will reinforce the relationship between individual needs assessment profiles and the approaches selected. Likewise, the Professional Development Coordinator may want to distribute Section 2 of the *Guide* to remind instructors to refer to the approach they are following throughout the implementation process.

Step 8: Evaluate professional development. Too often Step 8 is the step not taken. If the planning in Steps 6 and 7 include means of monitoring and if evaluation questions are designed during that step, it is more likely that Step 8 will be implemented and useful. Section 4 of this *Guide* discusses possibilities for such evaluation. Evaluation, in turn, leads back to needs assessment and professional development goals.

In summary, the following figure shows the cyclical nature of the implementation process for which Professional Development Coordinators are responsible.

Implementation Process for Professional Development Coordinators


Step 1
Needs Assessment Profile for Professional Development Coordinators
Step 2
Implement Activities for Professional Development Coordinators
Step 3
Evaluate Impact of Professional Development Activities on Coordinators
Part I: Focus on Professional Development Coordinators
Step 4
Profile Targeted Instructors
Step 5
Analyze Profile Data
Step 6
Select Approaches for Instructors
Step 7
Implement Professional Development Approaches
Step 8
Evaluate Results of Activities
Part II: Focus on Coordinators for Instructors

Practice Exercise

Before attempting to select and plan professional development approaches for their own situations, Professional Development Coordinators may find useful an exercise affording them the opportunity to select and plan approaches and activities for a hypothetical situation. Three Scenarios follow: (1) a rural scenario; (2) a suburban scenario; and (3) an urban scenario. Coordinators should choose the one closest to their own situation. Although none of these scenarios will be truly representative of a given situation, elements that approximate some of the conditions likely to be encountered will provide an opportunity to think through the selection of professional development approaches and to compare choices with the possibilities presented for each scenario in Appendix D.

The task for the following "scenarios" is to plan a comprehensive and appropriate professional development program for the scenario that best approximates a Professional Development Coordinator's own situation. To accomplish that task, it is anticipated that during the process, the reader will want to flip back and forth among various sections of the *Guide* — especially Section 2 (Approaches), Section 4 (Evaluation), and Appendices A and B ("Needs Assessment Profiles" and "Individual Professional Development Plans").

The scenarios may be used in several ways: as an individual exercise, as an opportunity for Coordinator/Administrator teams to brainstorm and ponder their professional development efforts, and for instructors to understand the complexity of making the best choices for agency professional development activities. In addition, the scenarios may serve as a model for designing a scenario that accurately describes local situations.

SCENARIO #1: RURAL

Adult education activities are widely spread over an entire county. Students are primarily ABE — dropouts at various stages of elementary and secondary schooling. Many are suspected of having learning disabilities but no diagnostic facilities are available. A few ESL students have migrated to the area to work on farms, but there aren't enough at any one site to establish a separate class, so they are included with ABE students, when they seek adult education.

Out of a total of 16 ABE instructors in the county, there is usually only one or two per site and they have different schedules. Individual instructors are mostly elementary or secondary teachers who moonlight. Most instructors have considerable experience in teaching and are comfortable with long-established strategies, usually involving an instructor presentation followed by seat work.

Whereas there is a fairly high turnover of students each session, some persist even in the face of little progress. Teacher turnover, however, is low — occurring mainly when instructors tire of holding two teaching jobs.

Being established teachers, most indicate their learning preference as attending conferences or workshops where they can talk with other teachers of adults and "share." Sharing often consists of comparing student problems.

Computers are in the homes of some teachers — often because a spouse or children use them for work, school and for playing computer games. As can be seen in the following summary profile of instructors, computer comfort level is not high for most. Adult classrooms, by and large, haven't established the computer as a vehicle for instruction.

Administrators would like to offer the best programs possible but, themselves, wear many educational hats so time for the small adult programs is limited. Financial resources are low; classrooms are shared with day teachers (often the evening teacher's daytime classroom).

Bob, the administrator, who also serves as local professional development coordinator, tries to offer at least one full-day conference for instructors at the beginning of each semester. Much of that day is devoted to "housekeeping" duties, available instructional resources, and a "motivational" speaker.

In addition, the district will pay all or part of an instructor's way to a regional or statewide conference once-a-year (providing it takes place on Friday afternoon and/or Saturday). Instructors are responsible for choosing the sessions they attend and no follow-up activity or report is required.

Although some of the following data are reflected in the scenario above, listed below are numerical data from the summary profile. The additional data may be useful in determining possible professional development approaches for this scenario.

Teaching Situation (Rural): Isolated 14 Collegial 2

Support:

	Funding	Policies	Practices
		Administrative Support	
High	0	0	0
Medium	1	10	5
Low	16	6	11

Teaching Area: ESL 2 ABE 14 GED 7* (*also listed ABE, so teach both)

Extent of Teaching: Full-time 0 Part-time 16 Coordination/Administration 0

Years Experience in Teaching Adults: 0-5 3 6-10 9 10-15 4

Comfort and Access to Computers:

	Comfort	Access
High	0	0
Medium	7	11
Low	9	5

Teacher Education: Yes 16 No 0

Focus: Elementary 9 Secondary 7 Adult 0

Previous Technical Training/Professional Development: Intermittent 16 Ongoing 0

Types: Workshop/Presentations 14 Projects 2

Topics: Adults vs. children, as learners 14

Grouping adults 6

Assessment of student learning 4

Learning Preferences: Large Group 2 Pairs 3 Small Group 9

Alone 2 Hands-on 11 Reading 1

By Colleagues 1

Professional Development Preferences

Develop Own Plan 3 Research Issues (with others) 1

Practice Strategies with an Observer 1

Attend Workshops 11

SCENARIO #2: SUBURBAN

Slightly more than a half-hour's drive from a large metropolitan area is a bustling community of small businesses (including many motels, fast-food restaurants, and filling stations), a closing military base, small produce growers, and a seasonal race-track. Many soldiers at the military base are in need of ESL and GED programs. They have provided a fairly consistent flow of students to both ABE and GED programs.

There is a community college serving this community and surrounding areas. The community college has the responsibility for providing adult education as well as its regular two-year Associate of Arts (AA) Degree program.

On the outskirts of the community, there is a large settlement of Spanish-speaking immigrants who work for produce growers, and in many service positions for the motels, restaurants and filling-stations. Recently, a number of Southeast Asian immigrants have also moved to this community and have established some restaurants and other small businesses as well as working in service jobs. The two immigrant groups are competitive and not especially friendly with one another.

The expanding influx of ESL students has placed a burden on the community college to establish classes at appropriate levels, and for locating needed classrooms and qualified ESL instructors. The ABE program is small but stable and there is a thriving GED program. This scenario will focus on the ESL professional development needs.

Because of the increased demands,*the community college has hired Nancy, an ESL Coordinator whose role also includes facilitating any needed professional development for ESL faculty, aides, and staff.*

A summary of the needs assessment profiles shows a highly diversified group. Some are long-time ESL teachers. Several are very proprietary and tend to keep students in class longer than necessary because they have "bonded" with them. Others are new to ESL teaching and are receiving conflicting advice from different instructors on how to conduct their classes.

Learning preferences run the gamut: Of 18 ESL instructors, 5 prefer working alone, 8 like working in pairs, and 5 prefer small groups. Ten of the 18 prefer "hands-on" activities, whereas 2 like reading, thinking and writing about the topic.

For professional development activities, 2 like researching issues, 9 indicate a preference for attending workshops or conferences because it is familiar and looks less demanding. Five prefer practicing classroom strategies with an observer, and only two prefer developing a plan of study by themselves.

The newer teachers seem more skilled and comfortable with computers. Most (12) declare a working familiarity with, if not an affection for them.

On the whole, the faculty is well educated. All have B.A. degrees plus some special training in ESL: Peace Corps experience, a certificate, or college training. Many also have an AA degree, and a few have masters degrees. Most degrees, however, are not in ESL. All instructors are part-time except the coordinator, and nearly one-third (5) are new ESL teachers. About half of the faculty speak another language and for about 25%, the other language is a first-language. Often other faculty complain that these instructors are teaching English with an inappropriate accent.

Prior to the arrival of the new coordinator, the faculty worked independently and little collegiality existed, except among selected friends. In visiting ESL classes, the new coordinator discovered, not surprisingly, little consistency of instruction, a heavy dependency on whole-group instruction, and reliance on many worksheets.

The administration is highly supportive but also has high expectations of the new coordinator. There is a medium level of funding for professional development activities and, although the coordinator has to teach half-time, she has been given freedom to move in the directions she thinks best. *The administration has asked for a comprehensive professional development plan that justifies choices and that is accountable.*

The summary of the Instructor Profiles shows the following data:

Teaching Situation (Rural): Isolated 2 Collegial 16

Support:

		Administrative Support	
	Funding	Policies	Practices
High	1	0	0
Medium	16	16	10
Low	1	2	8

Teaching Area: ESL 18

Extent of Teaching: Part-time 18

Years Experience in Teaching Adults: 0-5 12 6-10 3 10-15 2 16-20 1

Comfort and Access to Computers:

	Comfort	Access
High	2	4
Medium	12	10
Low	2	4

Teacher Education: Yes 16 No 2

Focus: Elementary 2 Secondary 7 ESL 6 Adult 0

Previous Technical Training/Professional Development: Intermittent 9 Ongoing 9

Types: Workshop/Presentations 10 Observation/Feedback 2 Projects 3
Inquiry/Research 2 Other 1 (self-taught computer)

Topics: ESL Institute 14 + Variety of conference topics

Learning Preferences: Pairs 8 Small Group 5 Alone 5
Hands-on 10 Reading 2
By Colleagues 1

Professional Development Preferences

Develop Own Plan 3 Research Issues (with others) 2
Practice Strategies with an Observer 5
Attend Workshops 9

SCENARIO #3: URBAN

Lynn, a district vice principal, coordinates faculty development, manages funding allocations, represents ABE, ESL and GED programs to the community, writes grant proposals, addresses the board, and meets regularly with a district administrative council for the adult education programs in this large, urban, unified school district. She screens and recommends for hiring all ABE, ESL and GED prospective instructors and supervises them once hired. Screening includes teaching a demonstration lesson of the candidate's choice and interviews with the coordinator and a head teacher. The interviews focus on knowledge of instructional practices and familiarity with district policies (based on readings previously given to all candidates).

Under Lynn's supervision, there are 124 part-time and 12 head teachers who are full-time. The district requires all teachers to have a BA or BS degree in some area. Lynn decides to target the 45 ABE instructors for this year's professional development activities. The reason is that classroom visits and feedback indicate that ABE instructors are most in need of updating instructional strategies appropriate to adult students. Furthermore, student turnover in ABE classes is extremely high and the district has, this year, instituted a new family literacy program supported mostly from grant funding. Instructors in this new program need additional professional development including 5 new teachers hired on "soft money" for the family literacy program.

Given the scope of the district, funding for adult education professional development borders on low-to-medium (ranging from $50 to $100 per instructor per year). But the Professional Development Coordinator has discretion for spending these funds. Last year, for example, ESL received the bulk of the funding because of an unexpected influx of Southeast Asians who were mostly pre-literate and needed special instructional approaches and materials.

Lynn represents the only administrative involvement in these adult programs and, within her scope of duties, considers professional development to be one of her top priorities.

The 45 teachers (33 female, 12 male) completed the Needs Assessment Profile for Instructors. The results, as expected were very diverse. Of the 45 teachers, the Summary Profile shows the following results:

Teaching Situation (Urban): Isolated 9 Collegial 36

Support:

	Administrative Support		
	Funding	Policies	Practices
High	5	4	4
Medium	39	41	22
Low	1	0	19

Teaching Area: ABE 45

Extent of Teaching: Full-time 6 Part-time 36 Coordination/Administration 1

Years Experience in Teaching Adults: 0-5 19 6-10 21 10-15 3 16-20 2 Over 20 0

Comfort and Access to Computers:

	Comfort	Access
High	19	30
Medium	11	10
Low	15	5

Teacher Education: Yes 40 No 5

Focus: Elementary 20 Secondary 15 ESL 4 Adult 6

Previous Technical Training/Professional Development: Intermittent 39 Ongoing 6

Types: Workshop/Presentations 40 Collegial 6 Projects 0
Self-Study 37 Inquiry/Research 0

Topics: Most topics have to do with teaching strategies. The largest numbers were:
Reading 29 Cooperative Learning 20 Assessment 17 Adult Learning 12

Learning Preferences: Large Groups 8 Pairs 11 Hands-on 40
Small Groups 30 Alone 16 Reading 18

Section 3b: Instructors

This strand is designed to assist instructors in using the *Guide* to select and implement approaches to professional development that are appropriate to their goals and learning preferences. This strand is for:

- Instructors who do not have coordinators in their agency.
- Instructors who would like to consider approaches to professional development that are different from their current approach (e.g., possibly workshop/presentation).
- Instructors who would like their professional development program to be more organized and focused.

This strand, which is organized in a step-by-step manner, suggests the parts of the *Guide* that will be most helpful to instructors; and also suggests when it is appropriate for instructors to contact their administrators or supervisors with requests for approval and support.

A summary of the steps for implementing professional development by instructors can be seen in the following chart.

Implementation Strand for Instructors

Steps of Implementation	Related Resources in *Guide*
Step 1: Complete Needs Assessment Profile for Instructors	Appendix A: Profiles
Step 2: Analyze Profile Data	Section 3b (this Section, Step 2)
Step 3: Review Approaches to Professional Development	Section 2: Approaches
Step 4: Complete Professional Development Plan	Appendix A: Plans
Step 5: Implement Professional Development Approach(es)	Section 2: Approaches Section 4: Evaluation
Step 6: Evaluate Professional Development	Section 4: Evaluation

BEST COPY AVAILABLE

Step 1: Complete the Needs Assessment Profile for Instructors. All of us have ideas regarding content and instructional skills—particularly those in which we would wish to be more proficient. Most of us, taking into consideration our busy lives, attend workshops or conferences convenient to us. However, we might better spend our time designing some systematic plan that addresses identified instructional needs.

This step suggests that instructors begin to look in an organized manner at their own instructional needs, and to plan and implement their own professional development. To accomplish that task, instructors need, first, to locate, in Appendix A, a form entitled "Needs Assessment Profile for Instructors." The form is designed for quick and easy completion by busy instructors.

Step 2: Analyze the Needs Assessment Profile data. When the profile form is complete, a review of several large chunks of data will enable instructors to design a professional development plan that reflects real needs and preferences and opens the door for a systematic implementation of that plan. In analyzing the profile, answering several questions under each category will help determine appropriate professional development content and approach. Some of those questions are suggested below.

Teaching Situation: (Location/isolation) Are you located in a rural, suburban or urban area? Are you isolated at your instructional site? If several other instructors are at your site, are collaborative efforts possible or do schedules make that very difficult? (Computer availability/ comfort) If you are isolated, are computer networks available for on-line cooperative efforts? If computer networks are available, do you feel capable and comfortable in using that technology? (Teaching Areas) Are you teaching subjects where there are few or many instructors in your subject? (For example, there may be many ESL instructors but very few ABE instructors or vice versa.) Do you feel well qualified to teach the content in your area? (For example, do you wonder if there are new approaches to reading or ESL that you have been unable to keep up with?)

- Preferred Learning Preferences and Professional Development Preferences (Learning Preferences) If collegiality is a possibility, do your colleagues have similar learning styles? If you are considering a cooperative venture, would you like training in team approaches first? (Professional Development Preferences) What kind of professional development activities do you prefer? Do these preferences suggest that you will be more successful in using one professional development approach over another (See Section 2 of this *Guide*)?

- Education/Training (including professional development activities). Does your background include education and experience in elementary or secondary education? How extensive is your education in teaching adults? Has your "inservice" professional development been systematically planned or haphazard? Has that development been largely through workshops and conferences? Have you considered, or would you be comfortable with, other approaches?

- Extent of Teaching Experience. Have you been teaching your subject for a long time? Has that experience been in teaching adults? Do you feel that your students are successful in learning the concepts of your content area?
- Support. Do you feel that you have administrative support? (For example, are administrators actively involved in your professional development? Do they show interest and compliment you on your achievements? Do administrators and instructors work as a team in planning and carrying-out professional development activities that serve both the individual and the program? Is there funding support that provides release time, if needed, or remuneration for professional development activities? If the answers to some of these questions are negative, is there a possibility that the situation can change?)

Step 3: Review approaches to professional development (Section 2) Section 2 of this *Guide* presents four possible approaches to professional development. If there are any of these approaches that you haven't used, you will want to review that approach with your profile data in mind as you read. For example, you might be asking: Is this an approach I would like to use? Would this approach better fit what I want to do than my usual approach?

Remember that combinations of approaches often are useful (e.g., an inquiry/research project might involve peer coaching). A workshop on cooperative learning might precede an inquiry/research project.

Once you are comfortable with how each professional development approach works and comfortable with your role in determining your own professional development needs and approaches, you should return to the final section of your "Needs Assessment Profile: Self Analysis." Would you now change any of the items you listed as professional development activities? Would you change the rank-order? In making these changes, you may find helpful the following form for linking components of your needs assessment profile with the professional development approaches that you have just reviewed.

Linking Components of the Needs Assessment Profile Summary for Instructors with Professional Development Approaches

Components from Profile Summary	Possible Approaches
Teaching Situation: – Location/Isolation – Extent of Teaching Time – Teaching Areas: ABE/ESL GED/ASE . . . – Computer Availability/Comfort	
Support: –Administrative (e.g., encouragement/ participation) – Fiscal (e.g., funding/release time) – Team Approach	
Education/Training: – Formal Teacher Education, (Y/N) Focus – Past Professional Development	
Preferred Learning Preferences and Professional Development Preferences: – Learning Preferences – Professional Development Preferences	
Teaching Experience: – Years of Experience – Experience in Teaching Adults	
Professional Development Topics/Content Listed:	

BEST COPY AVAILABLE

Step 4: Complete a professional development plan. Appendix B contains several forms that may be used as guides for constructing a professional development plan for yourself. The plan you design may be formal or informal, according to your requirements and your perception of your agency's preference in plan design. The advantage of using one of these forms is that it will serve to remind you to include several important elements that are often forgotten such as:

- Clear objectives are required to convince administrators of the need for activities, and to allow for assessment and evaluation of those activities;
- A plan for evaluating all professional development activities;
- A time-frame for completing the activity (which can help to avoid future misunderstandings with administrators); and
- A statement of the support needed and expected (e.g., release time, resources, compensation) to complete the activity.

It is at this point that you are ready to negotiate with an administrator who has the authority to approve and support your plan. Remember that agency constraints may require some modification of the plan; and, whatever you can achieve towards systematic goals is an improvement over haphazard professional development.

Step 5: Implement the professional development approach(es). The content of the implementation may be of several kinds:

- Improving such instructional practices as using groups effectively, monitoring instruction, teaching for transfer, helping students improve their thinking skills, and the like.
- Becoming more expert in content areas such as ESL, reading theory, the nature of adult learners and adult learning, or instructional software.
- Developing new curriculum, such as that to accommodate new quality standards, or building new programs, such as family literacy or workplace literacy;
- Assessing and evaluating student gains.

In any case, it is important to recognize that individual goals of professional development that also serve agency program goals are more likely to be enthusiastically supported by administrators. Your professional development plan (Step 4) may want to include this dimension.

Another key to successful implementation is flexibility. No successful project that we know of was ever carried out exactly as planned. Although it is important to have that plan as a guide, events during the implementation process will invite change. On the other hand, change needs to be reasonable so that the project doesn't balloon into a lifelong endeavor. Thus flexibility needs to be balanced by judgment and constraint.

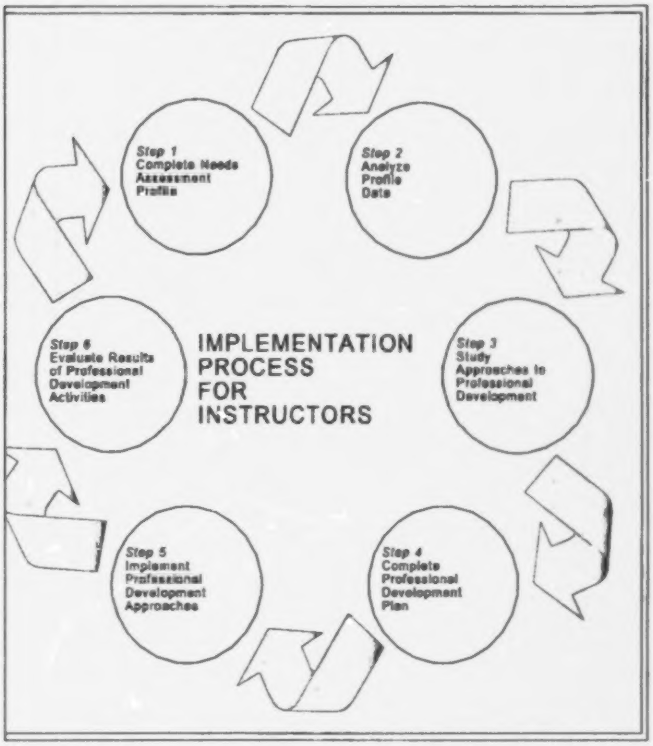
Part of the need for flexibility and change results from continuous monitoring and assessment of the professional development process. Again, having a plan for monitoring and assessment is an essential component of a well-designed professional development plan and sets the stage for Step 6.

Step 6: Evaluate professional development approaches Evaluation is not a difficult step if properly set up from the outset. Unfortunately neither planning nor follow-up evaluation is often the case for professional development activities.

The traditional pattern in professional development, both in K-12 and adult programs, has been to participate in professional development activities and to assume that the desired result, if known, will automatically follow. Section 4 of this *Guide* explores this condition and some possibilities for effective evaluation of professional development.

Instructors, themselves, can do much to insure that evaluation of their efforts produces data useful in redesigning development approaches and content. In other words, evaluation must answer those questions designed earlier. For example, if the goal and objectives are related to instructional improvement, the question to be answered in evaluation is: Has there has been a consistent change in instructional behavior? (e.g., The change might be from instructor as giver of information to instructor as facilitator of learning.)

If goals and objectives are related to content enhancement, the question becomes: Does the instructor demonstrate new knowledge of curriculum content? (This means that the instructor demonstrates, by selection of content and strategies, that adult learners actually learn differently than do children, in many significant ways— or by the selection of computer software appropriate for adults in content and design.) The cyclical nature of implementation can be observed in the figure that follows.


Step 1
Complete Needs Assessment Profile
Step 2
Analyze Profile Data
Step 3
Study Approaches to Professional Development
Step 4
Complete Professional Development Plan
Step 5
Implement Professional Development Approaches
Step 6
Evaluate Results of Professional Development Activities
IMPLEMENTATION PROCESS FOR INSTRUCTORS

Practice Exercise

A completed needs assessment profile for an instructor who teaches both ABE and ESL follows. The sample "Needs Assessment Profile" is included to provide an opportunity for instructors to "try their hand" at selecting a professional development approach (or approaches) for this individual, and to design a plan that could be submitted to a supervisor or other administrator for approval and support. Instructors may want to use the blank forms provided, so as to compare their results with the possible solution described in Appendix D.

NEEDS ASSESSMENT PROFILE FOR INSTRUCTORS

Name: Jane Green

Agency: Washington Adult School

21 Madison Street

(street)

Anytown

(city) (state) (zip)

Phone: ______ FAX: ______

e-mail: ______

TEACHING ASSIGNMENT

Describe briefly your current teaching assignment:

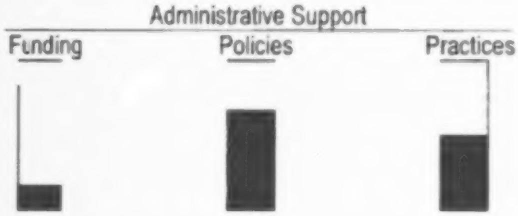
I teach 2 ABE Beginning Level and 1 ESL Intermediate Level classes weekly

Your teaching situation: *(Check one box each in #1 and #2)*

1. rural ☑ suburban ☐ urban ☐
2. isolated ☐ collegial ☐

SUPPORT

Shade the following bar graphs to the level that best illustrates support for professional development in your own instructional situation:



TEACHING AREAS

Your teaching areas are: ESL ☑ ABE ☑ GED ☐ ASE ☐ LD ☐ Workplace ☐ Family Literacy ☐

Other *(specify)* ☐

Extent of teaching:

Full-time ☐ (9 hours weekly)

Part-time ☑ (____ hours weekly)

Coordination/administration ☐ (____ hours weekly)

Number of years experience teaching in adult education 3

COMFORT LEVEL AND ACCESS TO COMPUTERS

COMFORT: High ☐ Medium ☑ Low ☐

ACCESS: High ☐ Medium ☐ Low ☑

EDUCATION/TRAINING

Teacher Education: yes ☑ no ☐

Focus: Elementary ☐ Secondary ☑ Higher Education ☐ ESL ☐ Adult Education ☐

Previous Technical Training or Professional Development Activities: Intermittent ☑ Ongoing ☐

Types of Activities: Workshops/Presentations ☑ Observation/Feedback ☐
Projects (e.g., curriculum development, program enhancement) ☐
Inquiry/Research ☐
Other *(specify)* ☐ ______

Topics Studied in Professional Development Activities: Adult learning; cooperative learning

LEARNING PREFERENCES *(Check any that apply)*

Large group ☐ Pairs ☐ Hands-on activities ☑ Taught by colleagues ☐
Small group ☑ Alone (sometimes) ☑ Reading ☐

PROFESSIONAL DEVELOPMENT PREFERENCES

If you could select your own mode of professional development, what would be your preference? Please rank-order, with the number 1 your first choice and the number 5 your last choice.

5 Developing your own plan of study with support from your agency.
2 Researching an issue, problem, or topic in your own teaching environment. (Please check: Alone ☐ With others ☐ On-line ☐)
4 Practicing classroom strategies with feedback from another teacher or supervisor who observes you.
1 Working on an agency project (e.g., curriculum development, agency reorganization).
3 Attending workshops to learn new instructional skills.

PROFESSIONAL DEVELOPMENT CONTENT

On page 3, list elements within an instructional strategy you would like to master, or detail an instructional issue, interest, or problem you would like to study. A few examples are presented, simply to stimulate your thinking.

Strategies:

- using a whole language approach,
- using small groups,
- monitoring student learning, and
- teaching for transfer of learning.

Issues/Interests/Problems

- ways to get ESL students to practice using oral English, and
- getting students to read for meaning rather than word recognition.
- does the teaching of thinking skills improve GED test performance?
- will writing skills improve more by using computer-generated journals or by handwritten journals?

Your Topics: *(List no more than 2)*:

1. Workplace Literacy (Our agency is planning to start a literacy program with 2 employers
2. Motivating adult students to learn routine English skills: subject-verb agreement; writing complete sentences

SELF ANALYSIS

Given the preceding profile, what professional development activities do you think ought to be included in your schedule? (Rank-order, if possible. List as many or as few activities as your think necessary.)

1. I would like to be included in thenew workplace literacy program
2. Work in a small group to research how workplace literacy programs function
3. Finding out how cooperative learning can be used in the workplace
4. Research and practice motivational strategies with my classes (and with students in the workplace -- if I'm selected)

Linking Components of the Needs Assessment Profile Summary for Instructors with Professional Development Approaches	
Components from Profile Summary	**Possible Approaches**
Teaching Situation: – Location/Isolation – Extent of Teaching Time – Teaching Areas: ABE/ESL GED/ASE . . . – Computer Availability/Comfort	
Support: – Administrative (e.g., encouragement/ participation) – Fiscal (e.g., funding/release time) – Team Approach	
Education/Training: – Formal Teacher Education, (Y/N) Focus – Past Professional Development	
Preferred Learning Preferences and Professional Development Preferences: – Learning Preferences – Professional Development Preferences	
Teaching Experience: – Experience in Teaching Adults	
Professional Development Topics/Content Listed:	

BEST COPY AVAILABLE

REQUEST FOR PROFESSIONAL DEVELOPMENT PROPOSAL

Because it is expected that adult educators at every level engage in professional development activities, please submit the following proposal indicating your professional development plan for the coming year.

NOTE: Your plan may be accomplished individually or in collaboration with others. If you choose a collaborative project, please check the appropriate box and list all persons involved, and their position.

☐ **Individual Proposal**

☐ **Collaborative Proposal**

Name: ____________________ **Position:** ______________

____________________ ______________

____________________ ______________

____________________ ______________

____________________ ______________

1.	*Please write a paragraph or two describing what you would like to accomplish, and the reasons for selecting those particular goals.*
2.	*What specific activities do you think will enable you to accomplish your goals? Please indicate the timeframe of all activities.*
ACTIVITIES	**TIMEFRAME**

BEST COPY AVAILABLE

3.	*Please detail the expenses that you expect to be reimbursed, plus any necessary suppo(e.g.,* release-time, materials, observation opportunities, networking, progress conferences).

ANTICIPATED EXPENSES	**OTHER SUPPORT SERVICES**

4.	*How will you evaluate whether or not your goals were achieved?*
5.	*How would you prefer to present the results of your professional development activities?*

YOUR COMPLETED PROPOSAL SHOULD BE RECEIVED IN THIS OFFICE BY ____________. YOU WILL BE CONTACTED AS SOON AS POSSIBLE. **PLEASE DO NOT BEGIN ACTIVITIES BEFORE YOUR PROPOSAL HAS BEEN APPROVED FOR FUNDING.**

Signed: ______________________________ Administrator/Professional Development Coordinator	Date: ________________

BEST COPY AVAILABLE

Section 4: Evaluation of Professional Development

Overview

An essential component of professional development activities involves ongoing and systematic evaluation procedures. Few efforts have been made to evaluate the results of professional development beyond the brief responses requested at the conclusion of workshops which assess participant reaction to the session (see box). It is an especially critical time for the adult education field to emphasize the evaluation of professional development for at least two reasons:

- Given the certainty of diminishing resources and competing priorities, the luxury of unfocused and unexamined professional development no longer exists. Increasing participation and financial support by non-educational partnerships are bringing to adult education new demands for accountability.
- If adult education practices are to respond to rapidly changing technological and social structures, professional development is the primary vehicle for meeting that challenge. Sound information is needed to make thoughtful decisions on how to change directions.

The focus of this section is to examine methods and procedures for identifying what changes have taken place as a result of professional development and determining whether intended goals have been achieved. This section also suggests specific and practical ongoing evaluation activities that should be incorporated within all professional development efforts. The information is designed to assist professional development coordinators, administrators at all levels, instructors, and other interested practitioners in developing ongoing evaluations of professional development activities. We present an evaluation framework that is appropriate for all approaches to professional development. The framework emphasizes that evaluation is continuous rather than a single event — especially not just a single event that occurs at the end of professional development activities.

In a meta-analysis of the results of professional development, Wade (1985) concludes: "few accounts present concrete evidence of its (professional development) effects on teachers and students." Likewise, Loucks and Melle (1982) note that "most staff development reports are simply statements of participant satisfaction."

A Framework for Evaluating the Professional Development Process and Impact

Professional development is about CHANGE. The purpose of professional development is to improve learner outcomes by changing instructional behavior to achieve a pre-determined goal — whether in teaching adults or administering programs, in designing professional development activities, or in teaching adult students. While learning about such innovations may be relatively easy, applying them in a consistent and insightful manner is another matter. As Guskey (1986) notes, practitioners appear to be most motivated to change as they observe learner success and satisfaction and this cannot occur immediately. Furthermore, for professional development, like learning, to be successful, it "must be adapted to the complex and dynamic characteristics of specific contexts" (Guskey, 1995). This change process takes time. Therefore, it is unreasonable to expect that individual professional development activities will immediately result in altered long-term instructional behavior, improved learner performance, or changed organizational structures and practices. The role of evaluation, then, is not only to provide information on the impact of professional development, but also to provide data for refining and adjusting professional development activities to ensure that services can be improved on an ongoing basis.

Evaluation of the *impact* of professional development activities must address the following two questions:

1. *Does professional development alter long-term instructional behavior?*
2. *How do we know that professional development activities do, in fact, improve learner performance?*

Evaluation of the process of professional development can tell program staff how well professional development activities within the program are working. Five questions must be considered when using evaluation as a mechanism to promote continuous program improvement:

1. *What would we like to see happen?* (Examine goals identified in needs assessments. When correctly done, needs assessments detail the learning needs of participants, which are then reflected in professional development activities. Such assessments should provide a clear reading of the specific objectives of professional development activities. Evaluation is a logical "next step" of needs assessments in that evaluation provides information as to whether (and to what extent) goals identified through needs assessments have been met.)
2. *How can we make that happen?* (Design a professional development plan that includes information on delivery, timing, and use of professional development approaches, and evaluation questions that need to be answered.)
3. *How is it going?* (Collect information and monitor progress on an ongoing basis.)

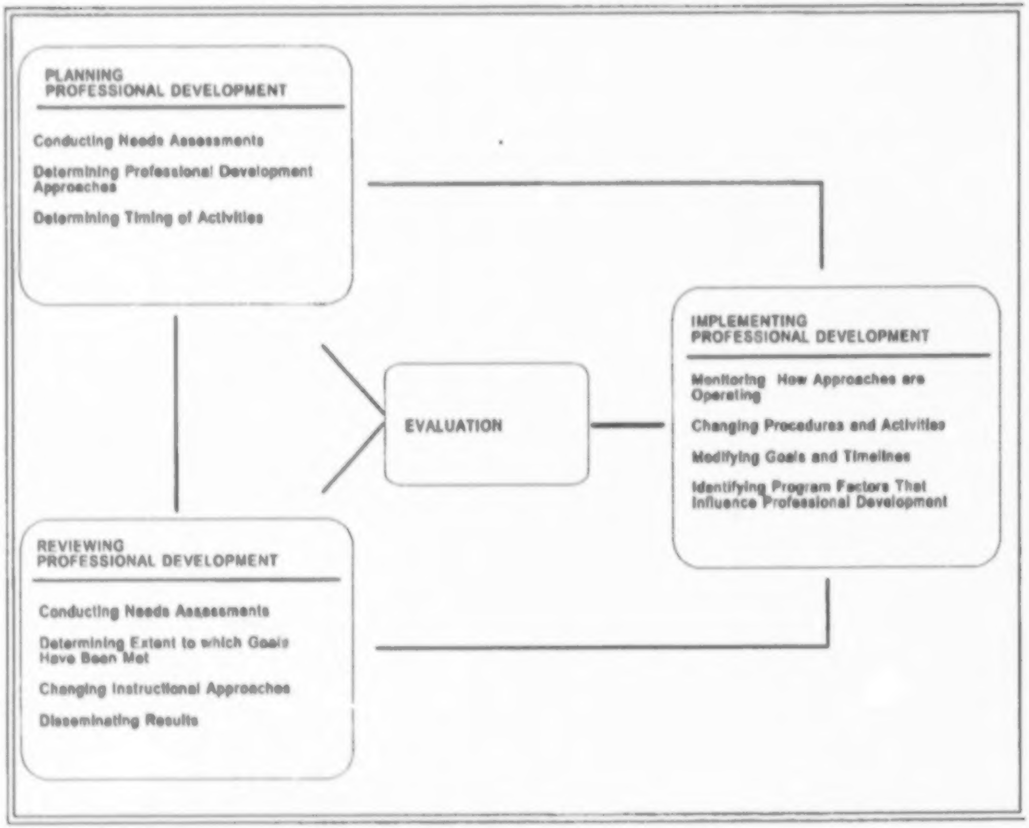
4. *What are the results?* (Assess the extent of both short and long-term changes.)

5. *What should be done with the results?* (Evaluate options and make decisions.)

The following exhibit shows how evaluation relates to professional development activities and can inform continuous program improvement efforts by staff from professional development agencies and state and local adult education programs. As shown by this figure, evaluation data are used in all stages of the professional development process, including planning, implementing, and reviewing and revising professional development activities. It emphasizes that evaluation is continuous, rather than a single event that occurs at the end of professional development activities.

The professional development framework implies that time is required before professional development activities can be expected to show success, and needs assessments are a critical component of evaluation. Also, the framework is suitable for the different professional development approaches detailed in Section 2 of the *Guide* -- Workshop/Presentations, Inquiry/Practitioner Research, Product/Program Development, and Observation/Feedback.

An Ongoing Professional Development Process



PLANNING
PROFESSIONAL DEVELOPMENT
Conducting Needs Assessments
Determining Professional Development Approaches
Determining Timing of Activities
IMPLEMENTING
PROFESSIONAL DEVELOPMENT
Monitoring How Approaches are Operating
Changing Procedures and Activities
Modifying Goals and Timelines
Identifying Program Factors That Influence Professional Development
EVALUATION
REVIEWING
PROFESSIONAL DEVELOPMENT
Conducting Needs Assessments
Determining Extent to which Goals Have Been Met
Changing Instructional Approaches
Disseminating Results

An Evaluation Framework

The next exhibit presents a framework for evaluating process and impact, based on Kirkpatrick's (1994) sequential levels of evaluation for training programs. While his evaluation approach was developed primarily for evaluating business and industry training programs, consisting largely of what we characterize in this *Guide* as the Workshop/Presentation approach, many of his concepts and aspects of his design are applicable to a broader base of adult programs. The four stages of evaluation are intended to measure: (1) reaction, (2) learning, (3) behavior and actions, and (4) results.

- Reaction: Measures how those who participate in professional development activities react to what has been presented. Although typically characterized as "the happiness quotient," participants need to have a positive reaction to a professional development activity if information is to be learned and behavior is to be changed.

- Learning: Measures the extent that professional development activities have improved participants' knowledge, increased their skills, and changed their attitudes. Changes in instructional behavior and actions cannot take place without these learning objectives being accomplished.

- Behavior: Measures what takes place when the participant completes a professional development activity. It is important to understand, however, that instructors cannot change their behavior unless they have an opportunity to do so.

- Results: Measures the final results that occurred because an instructor participated in professional development activities. Evaluating results represents the greatest challenge in evaluating professional development approaches.

As shown in the exhibit, these levels differ by their specific purposes and types of program decisions which they can inform, and especially when attempting to evaluate changed behaviors and results, become more time consuming and expensive to conduct. Kirkpatrick emphasizes the importance of progressing through all four stages sequentially because as he notes, if information/skills are not learned (Level 2), it is unlikely that instructors can change their instructional behaviors (Level 3) or that the programs will change their procedures and learning gains will result (Level 4).

Four Levels of Evaluation for Professional Development

Levels	Purposes	Benefits	Link to Approaches
LEVEL 1 (Reaction)	Measures how those who participate in professional development programs react to it.	1. Helps improve future training. 2. Creates trust in participants. 3. Quantitative informatio useful to managers and others. 4. Establishes standards of performance (may need to change leaders, facilities, materials.)	Useful following Workshop Presentation Approach. Also used at critical points during Observation Feedback, Inquiry/Research or Product/Program Development to determine level of satisfaction with product or process.
LEVEL 2 (Learning)	This level determines if the professional development program has: changed attitudes; improved knowledge; increased skills.	1. Measures effectivenessof instruction. 2. Measures specific learning (information, attitudes, skills). 3. Results = changes in instruction, instrument, other resources.	Pre/post tests of information or skills appropriate with Workshop/Presentation and Observation/Feedback. Of minimal use for Inquiry Research as information or skills are more open and discoverable than prescribed.
LEVEL 3 (Change in Behavior) Transfer of training.	Determines the extent to which behavior has changedas a result of the professional development program. (Check to see if there are restraints that prevent change in behavior.)	1. Intrinsic rewards: self-esteem, empowerment if successful. 2. Extrinsic rewards: praise, promotion, salary . . . 3. Provides possible information to managers. (If program is continuing C long range, important to consider cost in relation to gains.)	Whereas Kirkpatrick recommends such devices as Management by Walking Around (MBWA), or self-report such as patterned interviews or survey questionnaires at spaced intervals, the Observation/Feedback Approach would seem to be more appropriate. It can measure continuous change (especially with behavior descriptors such as found in the CIM C see Appendix)
LEVEL 4 (Results)	What finalresults occurred because participants attended the professional development program? Tangible results (in the workplace) might include: increased production or improved quality. Less tangible results may include self-esteem, cross-cultural tolerance or improved communication. (Level 4 is greatest challenge.)	1. Measurable increases in quality: teamwork; morale, safety. 2. Be satisfied with "relationships" or evidence if "proof" is not available. (Also important to measure results against cost.)	Kirkpatrick notes in workplace it is near impossible to tie directly training and specific results (e.g., increased productivity, reduced costs). He suggests "evidence" is sufficient. In other adult programs, program change may be more easily linked with professional development. The Product/Program Development Approach can provide multiple evidence (see examples in Section 2). Also Observation/Feedback can provide evidence of adoption of professional development practices.

Evaluation Devices

Evaluation devices are instruments for measuring outcomes and processes. Different devices can be used within this evaluation framework. However, three questions need to be answered before determining which devices to use:

1. *What specific evaluation devices or types of instruments are most appropriate for the different evaluation stages (i.e., reaction, learning, behavior and actions, and results)?*

2. *What specific devices or instruments are most appropriate for which professional development approach (i.e., Workshop/Presentations, Inquiry/Practitioner Research, Product/Program Development, and Observation/Feedback).*

3. *What specific devices or instruments are most appropriate for collecting data about program factors and processes that influence the effectiveness of professional development activities (i.e., administrative support and flexibility, adequate funding)?*

Answering these questions is not always an easy task, and often there are many choices. The following exhibit[1] summarizes a number of possible evaluation devices as they relate to the different evaluation stages and professional development approaches. Each device has strengths and weaknesses. To select those procedures most suitable for adult education, we cite advantages and concerns for each device. To measure change as a result of professional development activities, some measure of pre-and-post activity is necessary (it is assumed as a prerequisite in all of the examples). Like the approaches themselves, evaluation is most effective when a combination of devices are employed — each appropriate to specific goals. Such combinations can create a comprehensive and valid evaluation of professional development. Clearly, then, no one method of evaluating professional development is appropriate for all or even any one professional development approach. For example, Inquiry/Research may employ self-report, interview and observation/feedback combinations. Product/Program Development may favor an evaluation of product use, evidence of leadership in professional development for that product and self-report devices. Workshop/ Presentation may choose Levels 1 and 2 (reports of satisfaction and content/skill assessment) followed by Observation/Feedback and self-report. The combination of possibilities are endless.

---

[1] The chart and following discussion are adapted froPennington and Young (1989). Their research has been adapted for professional development and the base broadened to adult education.

Professional Development Evaluation Devices

INTERVIEWS

Typically, interviews consist of directive and non-directive questions (sometimes rank-ordered) asked in private. Interviews can be used following any of the approaches suggested in this Guide. The question protocols are designed appropriate to each.

Advantages

- May get candid responses from participants C especially if non-directive.
- Allows participants to summarize for themselves.
- Allows interviewer to check for mis-communication.
- Can have an additional benefit of building positive relations if successfully conducted.
- Allows for in-depth probes if answers are too general to be useful.
- Interviews focused on an observation tend to be most successful.

Disadvantages

- Is time-consuming
- Answers may reflect what interviewer wants to hear.
- Probes may cause person being interviewed to feel stress or be defensive.
- Is, after all, a self-report device that reflects biases of individual and may not reflect actual changes in behavior.

COMPETENCY TESTS*

Most appropriately used following some workshop/presentation approach where content or techniques are the focus of the workshop. (For example, the ESL Institute in California used tests of content and sequence to determine if participants understood training content.) Pre-post forms of a test can be used to measure growth in content of professional development topic.

Advantages

- Helps to guarantee minimum standards of knowledge
- Eliminates individual bias if objectively scored
- Are logically defensible in a court of law
- If well constructed, can have limited validity and reliability.

Disadvantages

- Knowledge does not equal effective teaching.
- At best only samples behavior (as do all instruments).
- Have not been shown to have predictive validity (i.e. successful teaching).

- Some states also require pre-service competency tests for initial adult education credentials. Such tests frequently require basic competence in reading, writing and math.

STUDENT EVALUATIONS

Maintains that students are best able to evaluate change in instructional behavior because they are ever-present. It is a form of observation/feedback except that students are the observers. Can be done by a student committee responsible for communicating with the entire class or classes (Pennington 1989, p. 628).

Advantages

- Provides an additional means of communication between students and instructor.*
- Standardized format can improve consistency.
- Research shows a positive correlation (.70) between student and peer ratings of instructional effectiveness. (Aleamoni 1987).
- Data from this approach appears to have considerable validity and reliability ((Aleamoni 1987)*
- Can be used effectively in conjunction with other evaluation data (e.g. peer observation in nonpunitive situations).

Disadvantages

- Research shows tendency for students in "required" courses to rate instructors more harshly; thus GED and some ESL or ABE instructors might be rated unfairly.
- ESL students traditionally tend to be uncomfortable with change in instructional patterns C especially if different from those previously experienced.
- Data from students is often subject to misinterpretation.
- Students may be reluctant to be critical of instructors (especially in ESL).

STUDENT ACHIEVEMENT

Some advocates (Medley 1982) maintain that effective professional development should be tied directly to student achievement. That position states that the purpose of change in instruction is to improve student performance. Pre-post tests of student achievement, therefore, should serve as the principal means of professional development (and instructor) effectiveness.

Advantages

- Is seemingly a logical basis for evaluating the effects of professional development as noted above.
- Would encourage instructors to focus on student achievement as well as instructional strategies.

Disadvantages

- Research on reliability of student achievement as a "measure of teaching effectiveness has been low" (Pennington 1989; Darling-Hammond 1983).
- Teaching performance is one of many variables affecting student learning.
- Given inconsistent attendance and turnover in adult education, student achievement data would be highly suspect as a measure of teaching effectiveness.
- In beginning-level classes (especially those with low-level English skills) and for students with learning problems, this practice could produce misleading results.
- Individual learning styles also skew learning results from a given instructional strategy.
- Would rely heavily n short-term change whereas language learning, for example, is a long-term process.

---

*If students view the teacher as "legitimate" and "expert."

Professional Development Evaluation Devices (Continued)

CLASSROOM OBSERVATION

Assumes a "research-based approach whereby the observer collects descriptive data on a predetermined aspect of the instructor's performance" (McGreal 1983). That performance should be directly related to professional development activities.

Advantages

- Has the advantage of allowing instructors to demonstrate change in the actual situation where change takes place: the classroom.
- If used in conjunction with a prepared and agreed-upon format, the data gathered can be extremely reliable.
- With use of a pre-post instrument, the data can effectively show change in instructional behavior resulting from professional development.
  Evidence indicates that peer observations may provide the best data by avoiding threat of employment decisions.

Disadvantages

- Requires careful planning and focus C usually involving pre-post conferences and established performance criteria.
- Requires systematic and adequate sampling of instructional behavior which, in turn, requires administrative support.
- Can be seen as evaluating the instructor as a person rather than the effects of professional development efforts.
- Controversy surrounds whether visits should be scheduled or unannounced (Master 1983; Pennington 1989).
- Requires an "objective: observer who uses agreed-upon criteria C not just "the way I would do it."

SELF-EVALUATION/SELF-REPORT

Probably the most common procedure in adult education for evaluating the results of professional development. May take the form of interviews, written evaluations (such as portfolio anecdotes), or by public testimony. A variation of this procedure adds an observation-type approach by using a self-made video of classroom instruction.

Advantages

- Ultimately is most motivating form of evaluation and often the most critical C "the only effective motive for change comes from within" (Brighton 1965, p. 28).
- Encourages a sense of responsibility and professionalism that is consistent with the notion of professional development.
- Helps educators focus on long-term goals rather than fleeting interests.
- May be most effective when combined with other modes of evaluation, such as peer observation.

Disadvantages

- Procedure tends to lack reliability and objectivity (at least in the minds of those reviewing reports).
- Research shows that insecure instructors tend to overrate themselves; secure instructors tend to underrate themselves (Pennington 1989 p. 640).
- Training in self-evaluation would appear essential to improve validity.

PRODUCT/PROGRAM EVALUATION

In the case of curriculum development, for example, it is possible to judge the knowledge and skill of the developer by the resulting product. Likewise, a newly developed program can establish evaluation criteria such as size of continuing voluntary enrollment, degree of student retention, success in job or school placements, school and career advancement and the like. If the program has positive results in each of the criteria established, the program developer could possibly be evaluated by those results.

Advantages

- A product or program has concrete observable characteristics that can be objectively evaluated by established criteria. The skill of the developer can likewise be evaluated.
- When the development is team-based, the collegial learning as a hands-on process has increased potential for retention and further application.
- The problem-solving nature of the task produces cognitive skill development useful to both classroom and collegial roles. The results can be observed as part of the evaluation process.
- Involvement in program or product development efforts often motivate participants to become leaders in other ways.

Disadvantages

- Both program and product are likely to be developed by a team. It is difficult to assess whether all members benefitted or contributed equally.
- Discord among team members can affect the quality of the result and make evaluation difficult.
- Selection of participants is a problematical task. Neither volunteers nor administratively selected participants may be the most qualified to serve. Careful criteria and screening are required. If members are arbitrarily selected, there is potential for faculty dissention and unwillingness to use results. Evaluation of product might not reflect that situation.

The following discussion briefly summarizes each evaluation device listed in the preceding chart and links each with the appropriate professional development approaches cited in this *Guide*.

Interviews

Probably "the major advantage of the interview process is its confidential nature" (Pennington and Young 1989). On the other hand, the serious drawbacks of time, discomfort, untrained interviewers, and lack of focus make this approach questionable. However, if an agency is willing to invest in interview training of non-threatening, interactive coordinators, the development of appropriate criteria and protocols, and the time required to carry out this process — especially if accompanied by observations — the interview process has demonstrated considerable effectiveness. As such, this device can be used appropriately with any of the professional development approaches.

Competency Tests

Competency tests appear to be useful in assessing the extent to which participants have mastered content and skill training. (See also Kirkpatrick's Level 2.) They *can* serve a role as one component of a series of procedures designed to evaluate professional development. That series should go beyond paper and pencil testing of content or skills. If a professional development approach has a goal of increasing knowledge or skill, such tests are appropriate to ensure that those elements are present before evaluating application of the knowledge or skills. This device could easily be a component of the Workshop/Presentation Approach or the Observation/Feedback Approach.

Student Evaluations

Whereas it is an intriguing notion that adult students who sit in day-to-day observance of instructional strategies are most qualified to evaluate the use of newly learned instructional strategies, this approach may not provide an accurate assessment of the adult education program. Not only do adult students have preconceived notions about appropriate strategies, they may have had negative experiences with them. In addition, erratic attendance of adult students may prevent a sense of continuity. Feelings about instructors make an unbiased judgment difficult. On the other hand, this method used as a corollary with other approaches such as peer observation (Observation/Feedback Approach), might provide some new insights into specific instructional behaviors that work well or could be made more effective. Likewise, student feedback is an important element of the Product Development Approach (e.g., new curriculum) and any Inquiry/Research Approach.

Student Achievement

Because the reliability of test scores as a measure of teaching effectiveness is low, serious questions must be raised about the efficacy of student achievement as an evaluation tool for professional development programs. Further, instructors might be tempted to teach to the test in order to validate their professional development efforts. In addition, little or no relationship has been found between specific instructional approaches and performance on selected test items (Centra and Potter 1980).

Finally, because teaching performance is only one of many factors that predict student learning, it should not be isolated in a single cause-effect relationship. At the same time, an obvious goal of professional development is to assist in improving student achievement. If not by test scores alone, attention must ultimately be paid to student learning, learning styles, and metacognitive strategies in relation to instructional strategies. The relationship is obviously complex but one in need of study as adult education programs begin to serve funders with more stringent accountability requirements.

Classroom Observation/Feedback

The research data in K-12 programs that link the Workshop/Presentation approach with Observation/Feedback has received accolades (Joyce and Showers, 1981) with some cautionary admonitions (Wade 1984/85).

As noted by Pennington and Young (1989) in discussing evaluation approaches for ESL faculty, "The observation method . . . may arguably be the most valid criterion for evaluation of practicing teachers, i.e., classroom performance" (p. 636). To make this procedure valid, however, requires following strict guidelines. Even then, such observer deficiencies as using subjective standards, lack of content expertise, lack of training in observation methods, and insufficient sampling can invalidate results.

A reliable and valid observation procedure can be established according to Pennington and Young (1989) "only by employing highly trained, sensitive observers who themselves have experienced teaching in the types of classes observed, and who conduct a number of observations under comparable conditions in a variety of classes over a period of time" (p. 637). Competency-based program development (Product/ Program Development Approach), the ESL Institute (Observation/Feedback Approach) and many Inquiry/Research studies have successfully used peer coaching and Observation/Feedback. In addition, it is frequently the content of a Workshop/ Presentation Approach.

Self-Evaluation/Self-Report

Advantages of this method of evaluation of professional development efforts are many: increased likelihood of changing instructional behavior, increased sense of professionalism, and improved goal-setting abilities. It is especially relevant to portfolio development as a reflective practice activity (Inquiry/Research Approach). The lack of objectivity and reliability, however, must be noted. Again a combination of this method with other approaches (such as Observation/Feedback) can enhance both objectivity and reliability of the method yet maintain the advantages noted above. (See also Kirkpatrick's Levels 2 and 3.)

Product/Program Evaluation

A case can be made that the product or program developed reflects the success of professional development efforts. However, several factors make such a simple evaluation analogy difficult: Can the "growth" of the individual be documented without pre-post measures? How can we measure *individual* development if the product or program is a group effort? Do the results truly represent professional development levels or did prior qualification, arbitrary selection, or group dissention affect the outcomes?

Surely product or program results are part of the evaluation process but more comprehensive assessment and evaluation such as those discussed above should also be applied to this approach.

Evaluation Scenario

The scenario presented in the following exhibit incorporates components of the professional development evaluation model described earlier in this section. Specifically, the scenario depicts how a combination of evaluation devices can be applied to evaluating professional development. It must be noted, however, that in this scenario, program and administrative factors are all supportive, enhancing the likelihood that the professional development activity would be successful.

Professional Development Evaluation Scenario

PROFESSIONAL DEVELOPMENT STAGES	INFORMATION GATHERING & EVALUATION PROCEDURES
1. PLANNING FOR PROFESSIONAL DEVELOPMENT	
Three levels of needs assessment profiles reveal that several ESL instructors, the professional development coordinator, and the site administrator feel that ESL students are being "spoon-fed" by a number of well-meaning ESL instructors who want to protect their students from uncomfortable situations and honor student beliefs that the role of the instructor is to present "information" and the role of the student is to learn it. The issue comes up at most faculty meetings. To resolve the problem, the Professional Development Council, consisting of instructors, the P.C. Coordinator, the site administrator, and student representatives decide to set up an action research project with beginning ESL students to see if students will, in fact, accept other instructional strategies and become more independent learners without sacrificing expected gains in English competence. Because there are differing perceptions of action research, the Council decides to hold a workshop series on "Action Research: Theory and Practice" open to all ESL faculty including those participating in the Action Research project. Participants will establish guidelines, interventions, as well as monitoring and evaluation procedures.	Analysis of needs assessment profiles for instructors, professional development coordinator and site administrator by the Professional Development Council. Identification of a specific problem in need of resolution. Decision to set up an Action Research Project (Inquiry/Research Approach) Establishes clear goals + evaluation questions: • Will students accept instructional strategies that require more self-direction? • Will students become more independent learners? • Will student gains be as great or greater as expected in traditional classrooms? Decision to hold workshop series to standardize procedures and inform other interested faculty. Procedures to include: • A pre/post survey on action research for workshop series; • Pre/post English competency measures to show student gains; • A Level 1 evaluation form for each workshop session; • A 3-hr. informal video of each ESL teacher's classroom (pre-post) • A portfolio anecdotal log (weekly).
2. IMPLEMENTING PROFESSIONAL DEVELOPMENT	
The action research project is carried out following the steps illustrated in Section 2 of this *Guide*. The length of the project will encompass 75 instructional hours for each student. During the final week of the program, a second video is recorded in each ESL classroom. Post tests are administered to students and post-surveys to instructors.	• All pre-tests and surveys are administered; • Pre classroom videos are recorded; • Each Friday the Coordinator facilitates a meeting of participants (for which they are paid). Sessions last 90 minutes. Portfolios are reviewed, compared and evaluated; • Decisions are made to modify instructional strategies, change timelines or make other needed changes.

PROFESSIONAL DEVELOPMENT STAGES	INFORMATION GATHERING & EVALUATION PROCEDURES
3. REVIEWING PROFESSIONAL DEVELOPMENT	
Results of all assessments are first analyzed by the professional development coordinator with an evaluation specialist. The data and their findings are then presented to the faculty participating and lastly, to the professional development council.	Each entity looked at the data to see if the original evaluation questions had been answered and to what extent goals were achieved. A report was compiled to present the findings, which were considered to be very favorable.
The Professional Development Council is pleased with the results which show comparable student gains, but great strides in independent learning andmetacognitive strategies as well as improved self-esteem by both students and instructors.	The Council, with administrative concurrence, decides to have presentations of results to all ESL faculty, for the Board of Education, to other appropriate community organizations, and at the statewide adult education conference. In addition, faculty who participated have volunteered to "peer-coach" other interested faculty (Observation/Feedback Approach). It was also decided to conduct a new needs assessment following the faculty presentations to see if other faculty would like peer coaching in the metacognative, problem-solving, decision-making strategies used in the research project. The Council has indicated if peer coaching is successful, to consider mandating the successful strategies throughout the ESL program.

Thus, the evaluation cycle has come full-circle with a targeted needs assessment that will follow the same steps illustrated above. During this targeted professional development activity, other professional development activities should also be taking place to meet other needs or solve other organizational problems. As Showers (1995) points out: "The entire [professional development] process must be embedded in the school culture to ensure a permanent ongoing inquiry into how to make the school better (p.6)."

References

Baden, D. (1982). "A User's Guide to the Evaluation of Staff Development." Assessing the Impact of Staff Development Programs. Syracuse, N.Y.: National Council of States on Inservice Education.

Brighton, S. (1965). *Increasing Your Accuracy in Teacher Evaluation.* Englewood Cliffs, NJ: Prentice Hall.

Centra, J.A. and Potter, D.A. (1980). "School and Teacher Effects: An Interrelational Model." *Review of Educational Research,* 50, 273-291.

Darling-Hammond, L.,Wise, A. and Pease, S. (1983). "Teacher Evaluation in the Organizational Context." *Review of Educational Research,* 53; 285-328.

Fenstermacher, G. and Berliner, D. (November 1983). A Conceptional Framework for the Analysis of Staff Development. Santa Monica, CA: Rand Corp.

Gusky, T. (May 1986). "Staff Development and the Process of Teacher Change." *Educational Researcher,* pp. 5-12.

Gusky, T. (Fall 1994). "Results-Oriented Professional Development: In Search of an Optimal Mix of Effective Practices." *Journal of Staff Development,* Oxford, OH: 15(4) 42-50.

Hoard, S. and Loucks, S. (1980). A Concerns-Based Model for the Delivery of Inservice. University of Texas at Austin: Research and Development Center for Teacher Education.

Joyce, B. and Showers, B. (1981). "Transfer of Training: The Contribution of Coaching." *Journal of Education,* 163; 163-172.

Kaufman A. (1985). Implementing Problem-Based Medical Education. New York: Springer.

Kaufman, A., Mennins, R., Waterman, R. and Duban, S. (1989). "The New Mexico Experiment: Educational Innovation and Institutional Change." *Academic Medicine,* 64 (6) 285-294.

Kirkpatrick, D. (1994). Evaluating Training Programs. San Francisco: Berrett-Koehler Publishers, Inc.

Loucks, S. and Melle, M. (1982). "Evaluation of Staff Development: How Do You Know It Took?" *The Journal of Staff Development,* 3; 102-117.

Master, P. (1983). "The Etiquette of Observing." *TESOL Quarterly,* 17; 497-501.

Medley, D.M. (1982). *Teacher Competency Testing and the Teacher Educator.* Charlottesville, VA: Association of Teacher Educators and the Bureau of Educational Research, School of Education, Univ. of Virginia.

Millman, J. (1981). "Student Achievement As a Measure of Teacher Competence." In J. Millman (Ed.) Handbook of Teacher Evaluation. Beverly Hills, CA: Sage (pp. 146-166).

Pennington, M.C. (1989). "Faculty Development for Language Programs." In R.K. Johnson (Ed.), *The Second Language Curriculum*, (pp. 91-110). Cambridge: Cambridge University Press.

Pennington, M.C. and Young, A.L. (December 1989). "Approaches to Faculty Evaluation for ESL." *Tesol Quarterly*, pp. 619-648.

Pennington, M.C. and Young, A.L. (in press). "Procedures and Instruments for Faculty Evaluation in ESL." In M.C. Pennington (Ed.), *Evaluation of English Language Programs and Personnel*, Washington, DC: National Association for Foreign Student Affairs.

Rickard, P., Stiles, R., Posey, V. and Equez, J. (May 1991) "The Essential Role of Assessment." *Adult Learning*, 2 (7) 9-11.

Wade, R. (1985). "What Makes a Difference in Inservice Teacher Education? A Meta-Analysis of Research." *Educational Leadership*, 42(4), 48-54.

Wood, F., Thompson, S. and Russel, F. (1981). "Designing Effective Staff Development Programs." In Dillon-Peterson (Ed.) Staff Development/Organization Development. Alexandria, VA: Association for Supervision and Curriculum Development.

APPENDIX A

Needs Assessment Profile

Appendix A: Needs Assessment Profile

Overview

That a needs assessment should be used as the foundation for professional development activities cannot be overstated, especially if those activities are to target some combination of individual and program needs. An effective needs assessment instrument can, in fact, raise the level of individual awareness concerning:

- areas for improving instruction,
- individual learning preferences, and
- preferred approaches to professional development.

Just as an Individual Educational Plan is helpful in planning instruction and in monitoring growth for adult students, a Needs Assessment Profile is helpful in identifying instructional and program needs and in planning appropriate professional development activities. In effect, the plan serves as a vehicle for analysis that can become a "road map" for individual-and program-enhancement activities. Needs assessment profiles, in addition, can be completed for different program staff (instructors, professional development coordinators, and state and local administrators). It often is beneficial to aggregate responses from individual instructors' profiles, as well as those responses from professional development coordinators' profiles — and have the staff as a team look at instructional and program needs and plan activities to foster both individual growth and program enhancement.

This appendix includes examples of needs assessment profiles for each of three target audiences: instructors, professional development coordinators, and state and local administrators. It also includes Summary Profile Forms for aggregating the results of completed instructor and professional development coordinator profiles. Below, we provide a brief orientation to the use of the profiles.

Instructors

A local or regional Professional Development Coordinator should give instructors the needs assessment profiles to complete. The instructors should then make one copy of the completed profile for themselves and forward the original to the Professional Development Coordinator for aggregation and analysis.

Professional Development Coordinators

If no professional development coordinator is readily available instructors can complete and analyze the needs assessment profile themselves, and then negotiate the terms of their own professional development with an appropriate administrator.

Professional Development Coordinators have a dual role in the use of Needs Assessment Profiles. First, as staff members, they should complete the Needs Assessment Profiles for Professional Development Coordinators, an activity that allows them to analyze their own professional development strengths and areas for further development. In regions or states with several professional development coordinators, the Summary Profile Form should be used to aggregate responses from the individual profiles. Based upon information provided by the summaries, administrators and coordinators can plan appropriate professional development approaches and activities on a regional or statewide basis, for either specific individuals or for groups of professional development coordinators.

Second, Professional Development Coordinators should distribute the Needs Assessment Profiles for Instructors, and then collect and aggregate the results. There is a Summary Profile Form for that aggregation. Depending upon how the information from the summaries are to be used, they could be aggregated:

- for all instructors in the agency,
- by teaching tasks such as ABE, ESL, or GED, or
- by individual sites.

Once the data are analyzed, the Professional Development Coordinators must work with instructors to negotiate professional development approaches for individuals and groups, as appropriate.

APPENDIX B

Appendix B provides samples of formal profession[illegible]ontracts and informal plans to facilitate professional development negotiations.

If content needs emerge, there are 10 professional development modules previously developed as part of the *Study of ABE/ESL Instructor Training Approaches*available from Pelavin Research Institute (PRI). A description of the 10 modules appears in Appendix C.

Administrators

In completing the profile, administrators are provided a chance to reflect upon their own and their staff's professional development needs, and, at the same time, raise administrators awareness of an expanded array of professional development approaches.

SECTION TWO

If an administrative profile shows a need for further exploration of any given professional development approach, it is recommended that one turn to Section 2 of this *Guide*. Various issues and suggestions discussed in that section may provide ideas and suggest avenues for enhancing the breadth and depth of professional development within a state, region, or local agency.

NEEDS ASSESSMENT PROFILE FOR PROFESSIONAL DEVELOPMENT COORDINATORS

Name: ____________________

Title: ____________________

Agency: ____________________

____________________ *(street)*

____________________ *(city)* *(state)* *(zip)*

Phone: Fax: ____________________

e-mail: ____________________

PROFESSIONAL DEVELOPMENT

Briefly describe your current professional development roles/responsibilities:

____

____

Your professional development activities are primarily: (Check one box)
rural ☐ suburban ☐ urban ☐

Opportunity for collegiality high ☐ medium ☐ low ☐

SUPPORT

Shade the following bar graphs to the level that best describes administrative support for professional development in your situation:

	Administrative Support		
	Funding	Policies	Practices
high			
med.			
low			

TEACHING AREAS

Do you teach? yes ☐ no ☐

If yes, your teaching areas are: ESL ☐ ABE ☐ GED ☐ ASE ☐
LD ☐ Workplace ☐ Family Literacy ☐
Other *(specify)* ☐ ____________________

If yes, extent of teaching: Part-time ☐ (______ hours weekly)
Full-time ☐ (______ hours weekly)
Coordination/administration ☐ (______ hours weekly)

COMFORT LEVEL AND ACCESS TO COMPUTERS

Comfort: high ☐ medium ☐ low ☐ Access: high ☐ medium ☐ low ☐

EDUCATION/TRAINING

Teacher Education: Yes ☐ No ☐

Teacher Education Focus: Elementary ☐
Secondary ☐
Higher Ed ☐
ABE ☐
ESL ☐

Previous technical training or professional development activities: Intermittent ☐ Ongoing ☐

Types of activities: Workshops/Presentations ☐ Observations/Feedback ☐
Projects (e.g., curriculum development, program enhancement) ☐
Inquiry/Research ☐
Other *(specify)* ☐ ______________________________

Topic areas: ______________________________

______________________________ ______________________________

Level of experience as a trainer or facilitator:
Novice ☐ Limited experience ☐ Very experienced ☐

PREFERRED LEARNING SITUATIONS (Check all that apply)

Large group ☐ Pairs ☐
Small group ☐ Alone ☐

KNOWLEDGE OF PROFESSIONAL DEVELOPMENT APPROACHES

	Preference			*Knowledge*			*Frequency of Use*		
	Low	**Med.**	**High**	**Low**	**Med.**	**High**	**Low**	**Med.**	**High**
Inquiry/Research	☐	☐	☐	☐	☐	☐	☐	☐	☐
Observation/Feedback (e.g., coaching)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Product/Program Development (e.g., curriculum development, program redesign)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Workshop/Presentation (ongoing) (e.g., skills acquisition)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Workshop/Presentation (one-time) (e.g., awareness)	☐	☐	☐	☐	☐	☐	☐	☐	☐

SELF ANALYSIS

Given the preceding profile, what professional development activities do you think should be included in your schedule? (Rank-order, if possible. List as many or as few items as you think necessary.)

1.

2.

3.

4.

SUMMARY PROFILE OF PROFESSIONAL DEVELOPMENT COORDINATORS

Directions: Record the number of persons responding in each category.

Professional development activities are primarily:

rural ☐ suburban ☐ urban ☐

Opportunity for Collegiality high ☐ medium ☐ low ☐

SUPPORT

Place the number of coordinators responding at each level that best describes professional development situations:

	Funding	Administrative Support Policies	Practices
high	___	___	___
med.	___	___	___
low	___	___	___

TEACHING AREAS

Do you teach? yes ☐ no ☐

If yes, your teaching areas are: ESL ☐ ABE ☐ GED ☐ ASE ☐

LD ☐ Workplace ☐ Family Literacy ☐

Other *(specify)* ______________________

____

____

____

If yes, extent of teaching: Part-time ☐ Full-time ☐ Coordination/administration ☐

COMFORT LEVEL AND ACCESS TO COMPUTERS

Comfort: high ☐ medium ☐ low ☐ Access: high ☐ medium ☐ low ☐

EDUCATION/TRAINING

Teacher Education Yes ☐ No ☐

Teacher Education Focus: Elementary ☐ ESL ☐

Secondary ☐ ABE ☐

Higher Ed ☐

Previous technical training or professional development activities: Intermittent ☐ Ongoing ☐

Types of activities: Workshops/Presentations ☐ Observations/Feedback ☐

Projects (e.g., curriculum development, program enhancement) ☐

Inquiry/Research ☐

Other *(specify)* ☐ ____

(Tally duplications) ____

Topic areas: *(Tally duplications)* ____

Level of experience as a trainer or facilitator:

Novice ☐ Limited experience ☐ Very experienced ☐

PREFERRED LEARNING SITUATIONS (Check all that apply)
(Record numbers responding in each category)

Large group ☐ Pairs ☐
Small group ☐ Alone ☐

KNOWLEDGE OF PROFESSIONAL DEVELOPMENT APPROACHES (Record the numbers responding in each category)

	Preference			Knowledge			Frequency of Use		
	Low	Med.	High	Low	Med.	High	Low	Med.	High
Inquiry/Research	☐	☐	☐	☐	☐	☐	☐	☐	☐
Observation/Feedback (e.g., coaching)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Product/Program Development (e.g., curriculum development, program redesign)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Workshop/Presentation (ongoing) (e.g., skills acquisition)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Workshop/Presentation (one-time) (e.g., awareness)	☐	☐	☐	☐	☐	☐	☐	☐	☐

NEEDS ASSESSMENT PROFILE FOR INSTRUCTORS

Name: ____

Agency: ____

____
(street)

____
(city) (state) (zip)

Phone: FAX: ____________________

e-mail: ____

TEACHING ASSIGNMENT

Briefly describe your current teaching assignment:

____

____

Your teaching situation: *(Check one box each in #1 and #2)*

1. rural ☐ suburban ☐ urban ☐
2. isolated ☐ collegial ☐

SUPPORT

Shade the following bar graphs to the level that best illustrates support for professional development in your instructional situation:

	Administrative Support		
	Funding	Policies	Practices
High			
Medium			
Low			

TEACHING AREAS

Your teaching areas are: ESL ☐ ABE ☐ GED ☐ ASE ☐ LD ☐ Workplace ☐ Family Literacy ☐

Other *(specify)* ☐ __________

Extent of teaching:
Full-time ☐ (______ hours weekly)
Part-time ☐ (______ hours weekly)
Coordination/administration ☐ (______ hours weekly)

Number of years experience teaching in adult education ______

COMFORT LEVEL AND ACCESS TO COMPUTERS

COMFORT: High ☐ Medium ☐ Low ☐
ACCESS: High ☐ Medium ☐ Low ☐

EDUCATION/TRAINING

Teacher Education: yes ☐ no ☐
Focus: Elementary ☐ Secondary ☐ Higher Education ☐ ESL ☐ Adult Education ☐

Previous Technical Training or Professional Development Activities: Intermittent ☐ Ongoing ☐

Types of Activities: Workshops/Presentations ☐ Observation/Feedback ☐
Projects (e.g., curriculum development, program enhancement) ☐
Inquiry/Research ☐
Other *(specify)* ☐ ______________________________

Topics Studied in Professional Development Activities: ______________________________

____

____

LEARNING PREFERENCES*(Check any that apply)*

Large group ☐
Small group ☐
Pairs ☐
Alone ☐
Hands-on activities ☐
Reading ☐
Taught by colleagues ☐

PROFESSIONAL DEVELOPMENT PREFERENCES

If you could select your own mode of professional development, what would be your preference? Please rank-order with 1 being your top choice and 5 being your last choice.

___ Developing your own plan of study with support from your agency.
___ Researching an issue, problem, or topic in your own teaching environment.
(Please check: Alone ☐ With others ☐ On-line ☐)
___ Practicing classroom strategies with feedback from another teacher or supervisor who observes you.
___ Working on an agency project (e.g., curriculum development or agency reorganization).
___ Attending workshops to learn new instructional skills.

PROFESSIONAL DEVELOPMENT CONTENT

List on page 3 an instructional strategy you would like to master or an instructional issue, interest, or problem you would like to study. A few examples are presented to stimulate your thinking.

Strategies

◇ Using a whole language approach
◇ Using small groups
◇ Monitoring student learning
◇ Teaching for transfer of learning

Issues/Interests/Problems

◇ Ways to get ESL students to practice using oral English
◇ Getting students to read for meaning rather than word recognition
◇ Does the teaching of thinking skills improve GED test performance?
◇ Will writing skills improve more by using computer-generated journals or by handwritten journals?

Your Topics: *(List no more than 2)*:

1. ____________________

2. ____________________

SELF ANALYSIS

Given the preceding profile, what professional development activities do you think should be included in your schedule? (Rank order, if possible. List as many as you think necessary.)

1. ____________________

2. ____________________

3. ____________________

4. ____________________

SUMMARY PROFILE OF INSTRUCTORS

Directions: Record the number of persons responding in each category.

Teaching situation:

1. rural ☐ suburban ☐ urban ☐
2. isolated ☐ collegial ☐

SUPPORT
(Place in each square the number responding at that level.)

	Administrative Support		
	Funding	Policies	Practices
high	___	___	___
med.	___	___	___
low	___	___	___

TEACHING AREAS

ESL ☐ ABE ☐ GED ☐ ASE ☐ LD ☐

WORKPLACE ☐ FAMILY LITERACY ☐

OTHER: ______________________________

____

____

____

Extent of teaching: Full-time ☐ Part-time ☐ Coordination/Admin. ☐

Years of experience in adult education:

0-5 ☐ 6-10 ☐ 10-15 ☐ 16-20 ☐ Over 20 ☐

COMFORT LEVEL AND ACCESS TO COMPUTERS

COMFORT: high ☐ medium ☐ low ☐

ACCESS: high ☐ medium ☐ low ☐

EDUCATION/TRAINING

Teacher education: yes ☐ no ☐

Focus: Elementary ☐ Higher Education ☐

Secondary ☐ Adult Education ☐

ESL ☐

Previous Technical Training/Professional Development Activities:

Intermittent ☐ Ongoing ☐

Types of Previous Professional Development Activities:

Workshops/Presentations ☐ Observation/Feedback ☐ Projects ☐

Inquiry/Research ☐

Other *(specify)*: ______________________________

____

Topics Studied in Professional Development Activities: *(Tally number, should duplicate topics appear)*

____

____

____

____

____

____

LEARNING PREFERENCES

Large Groups ☐ Pairs ☐ Hands-on ☐ Small Groups ☐

Alone ☐ Reading ☐ Being Taught by Colleagues ☐

PROFESSIONAL DEVELOPMENT PREFERENCES

☐ Developing own plan of study with support from your agency

☐ Researching issue, problem, or topic in own teaching environment

Alone ☐ With Others ☐ On-line ☐

☐ Practicing classroom strategies with feedback from observers

☐ Working on agency project (curriculum development/agency program)

☐ Attending workshops or conferences to learn new instructional skills

INDIVIDUAL CHOICES FOR PROFESSIONAL DEVELOPMENT CONTENT

List choices and tally number, should duplicate choices appear.

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____
4. ______________________________
____

RANK ORDER OF PROFESSIONAL DEVELOPMENT ACTIVITIES *(from self-analysis)*

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

NEEDS ASSESSMENT PROFILE FOR STATE OR LOCAL ADMINISTRATORS

Name:

Title:

Agency:

(street)

(city) (state) (zip)

Phone: FAX:

e-mail:

POSITION

Briefly describe your position as it relates to professional development in adult education:

Shade the following bar graphs to the level that ~~best describes your participation in professional development.~~

	Funding	Hands-On Involvement	Ongoing Support
high			
med.			
low			

Site specific examples of how you demonstrate your support and leadership for professional development.

Where would you would you rank professional development among your funding priorities?

High Medium Low

How do you respond to legislative, social, cultural, and fiscal changes that impact on your professional development plan?

____

____

____

____

COMFORT LEVEL AND ACCESS TO COMPUTERS

COMFORT: High ☐ Medium ☐ Low ☐
ACCESS: High ☐ Medium ☐ Low ☐

PROFESSIONAL DEVELOPMENT PREFERENCES

What is your professional development preference? Please rank-order with 1 being your top choice and 5 being your last choice.

____ Developing your own plan of study with support from your agency.
____ Researching an issue, problem, or topic in your own teaching environment.
(Please Check: Alone ☐ With Others ☐ On-Line ☐
____ Practicing classroom strategies with feedback from another teacher or supervisor who observes you.
____ Working on an agency project (e.g., curriculum development or agency reorganization).
____ Attending workshops to learn new instructional skills.

PROFESSIONAL DEVELOPMENT APPROACHES (Please check the level in each column that best fits your profile)

	Types of Approaches Funded by State			***Personal Knowledge of Approaches***			***Frequency of Use By Your Program***		
	Low	**Med.**	**High**	**Low**	**Med.**	**High**	**Low**	**Med.**	**High**
Inquiry/Research (e.g., action research)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Observation/Feedback (e.g., coaching)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Product/Program Development (e.g., curriculum development, program redesign)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Workshop/Presentation (ongoing) (e.g., skill development)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Workshop/Presentation (one-time) (e.g., awareness)	☐	☐	☐	☐	☐	☐	☐	☐	☐

Give ways in which you have facilitated access to each of the above professional development approaches.

SELF ANALYSIS

Given the preceding profile, what professional development activities do you feel should be included in your schedule? (Rank-order if possible.)

1. ____________________

2. ____________________

3. ____________________

4. ____________________

APPENDIX B

Individual Professional Development Plans

Appendix B:
Individual Professional Development Plans

Overview

Throughout this Guide, there has been an emphasis on building professional development programs based upon the needs of individuals — especially on needs that are of special interest to educators, themselves, rather than needs identified by an outside observer or based on trends of the moment.

Appendix A presents several "formats" for assessing needs and for developing profiles of teachers, professional development specialists, and administrators. Other forms of needs assessment include feedback from workshops and conferences, needs based on student feedback, needs derived from peer observations or peer interactions, and, of course, needs suggested by supervisors and administrators.

Formal and Informal Agreements

There are two basic ways of approaching individual, professional development plans: formal and informal agreements. Formal agreements signed by both parties, have the advantage of insuring that both the professional development participant and the supervisor clearly understand the parameters, expectations, and support provided by the program. The disadvantage of this approach is that persons formerly in a "laisse faire" situation may perceive a formal contract as a punitive requirement. To avoid such misunderstanding informal agreements may be used in place of formal ones.

Informal measures seem to be appropriate in situations where in programs are relatively small, few teachers are involved, and administrative/instructional relationships are close. An informal approach often involves an interview or meeting between an instructor and an administrator, coordinator, lead teacher, or other supervisory person. The interview, although it is informal, needs some structure and an agreed-upon conclusion.

One approach might include using the Self-Directed Professional Development Agreement or the Request for Professional Development Proposal examples as guides for asking informal questions covering the same basic areas. For example, you may choose to focus on the following five questions:

- What would you like to accomplish this year? (Probe: Why did you select this topic or task?)
- What specific activities do you feel will help you reach your goal? (Probe: What do you see as the timeframe for your activities?)
- What sort of financial or other support do you think you would need to complete your activities successfully? (Probe: Release-time, observations, workshop, or conference attendance, and the like.)
- How will you determine whether or not your goals were reached? (Probes: Peer or other observation, pre-post assessment, video of activities, anecdotal materials in a portfolio, or a product.)
- How do you want to present the results of your activities? (Probes: A report, a journal, a portfolio, a presentation, or entry into an on-line database.)

Regardless of whether the plan is developed in an informal or formal manner, it is important that all parties understand exactly what their role in the activity is to be, what the timelines are, and what support will be provided and from whom. Otherwise, misunderstandings and "bad feelings" can result.

Evaluation of Agreement Products and Processes

As elaborated in the section on assessment and evaluation of professional development, the current state of professional development efforts does not generally include evaluation activities beyond the level of participant satisfaction. If professional development is worthy of time, effort, and funding, it is surely worth some measure of accountability; and that measure of accountability is most easily determined at the time that professional development activities are planned.

By asking what changes will result from the projected activity, plans can be designed to observe or measure changes; and results can be rewarding to participants and beneficial to supervisors and professional development specialists in determining the activities and conditions most likely to promote positive change.

Use of Samples

The sample agreements presented in Appendix B provide agencies and individuals with alternative frameworks for designing professional development plans. These samples, themselves, have been adapted from actual documents used in various programs around the nation, or from suggestions found in various texts on adult education. As in other sections of this Guide, the intent is to provide local agencies with a model for adapting these samples to their own, real situations.

SELF-DIRECTED PROFESSIONAL DEVELOPMENT PLAN

(Based on Needs Assessment Profile)

NAME: ______________________________

POSITION: ______________________________

TYPE AND LEVEL OF CLASSES: ______________________________

TOPIC/Question **to be studied or** ***SKILL*** **to be developed:**

____

____

____

REASON **for selecting topic/skill:**

____

____

____

____

____

METHODS OF STUDY OR DEVELOPMENT **(Inquiry/Research, Workshops/Presentations, Interviews, Observation/Feedback, Review of Literature . . .):**

____

____

____

College ☐ **Individual** ☐

IDENTIFIED RESOURCES **(Print, human, fiscal, other):**

____

____

Types of Administrative Support: ______________________________

PLAN FOR EVALUATION **(Questions to be answered, criteria for evaluation):**

____

____

____

____

TIMEFRAME:

– Date Project Began: ____________ **– Anticipated Date of Completion** ____________

– Benchmarks: ____________ **– Actual Date of Completion** ____________

____

____

RESULTS OF PROJECT:

Product/Report ________ **Demonstration** ________ **Other** ________

Description: ____

____

____

____

Signed: __________________________ **Date:** __________
(Practitioner)

Signed: __________________________ **Date:** __________
(Administrator/Professional Development Coordinator)

PROPOSED PROFESSIONAL DEVELOPMENT PLAN

Because it is expected that adult educators at every level will engage in professional development activities, please submit the following proposal indicating your professional development plan for the coming year.

NOTE: Your plan may be accomplished individually or in collaboration with others. If you choose a collaborative project, please check the appropriate box and list all persons and their positions.

Individual Proposal

Collaborative Proposal

Names: ______________________ **Positions:** ______________
______________________ ______________
______________________ ______________
______________________ ______________
______________________ ______________

1.	*Please write a paragraph or two describing what you would like to accomplish (goals) and the reasons for your selection of those particular goals.*
2.	*What specific activities do you feel will enable you to accomplish your goals? Please indicate the timeframe of all activities.*
ACTIVITIES	**TIMEFRAME**

Page 2

3. *Please detail the expenses that you would expect to be reimbursed plus any other necessary support* (e.g., release-time, materials, observation opportunities, networking, progress conferences)

ANTICIPATED EXPENSES	**OTHER SUPPORT SERVICES**

4. *How will you evaluate whether or not your goals were achieved?*

5. *How and to whom would you prefer to present the results of your professional development activities?*

Your Completed Proposal Should Be Received in this Office by ______________. You Will Be Contacted as Soon as Possible. **Please Do Not Begin Activities Before Your Proposal Has Been Approved for Funding.**

Signed: ___________________________ Administrator/Professional Development Coordinator	Date: _______________

PROFESSIONAL DEVELOPMENT ACTION PLAN

DIRECTIONS

Based on the results of your needs assessment profile, please complete the following plan. Please identify each of your goals, depending on the scope of your plan. Alter space sizes as needed.

Circle your present level of proficiency for each goal in the space provided (#5 as high and #1 as low). At the completion of your plan, rate your level of goal proficiency in the second space.

The original of your completed form should be returned to _______________ no later than __________. You will be contacted prior to beginning professional development activities.

Priority			Self-Evaluation	
			Proficiency at Outset	Proficiency at Conclusion
1	Goal: Evaluation of Goal:		5 4 3 2 1	5 4 3 2 1
	Specific Activities:	Timeline	Resources	
2	Goal: Evaluation of Goal:		5 4 3 2 1	5 4 3 2 1
	Specific Activities:	Timeline	Resources	

3	Goal: Evaluation of Goal:		5 4 3 2 1	5 4 3 2 1
	Specific Activities:	Timeline	Resources	
4	Goal: Evaluation of Goal:		5 4 3 2 1	5 4 3 2 1
	Specific Activities:	Timeline	Resources	
5	Goal: Evaluation of Goal:		5 4 3 2 1	5 4 3 2 1
	Specific Activities:	Timeline	Resources	

APPENDIX C

Instructional Training Packets
for ABE/ESL Instructors

Appendix C: Instructional Training Packets For ABE/ESL Instructors

---

Ten instructional packets were developed by Pelavin Research Institute, in conjunction with the Adult Learning Resource Center and San Francisco State University's Center for Adult Education, as part of the *Study of ABE/ESL Instructor Training Approaches*. The project was supported by a grant from the U.S. Department of Education's Office of Vocational and Adult Education (OVAE). The packets, which provide research-based and field-tested instructional strategies and materials, including all handout and overhead transparency masters, are available at reproduction cost, as noted below.

Briefly described, the 10 training packets include the following:

THE ADULT LEARNER: explores the characteristics of adult learners and focuses on three dimensions of adult learning: motivation, cognition, and socio-cultural context. (Three 3-4 hr. workshops)

TEACHERS AND VOLUNTEERS IN THE CLASSROOM: provides an overview of the role of the volunteer in the classroom emphasizing the integration of this role with the goals of both teachers and students. (Two 3 hr. workshops)

MONITORING STUDENT PROGRESS: provides the necessary skills to (1) identify reasons for monitoring student progress, (2) monitor progress, (3) develop a plan for monitoring student's progress, and (4) integrate monitoring into lesson planning. (Two 3-4 hr. workshops)

COMMUNICATIVE ESL TEACHING: develops skills to (1) distinguish between structural and communicative approaches to language teaching, (2) conduct an ESL communication needs assessment of students, (3) develop and teach a lesson based on student's communication needs (4) critique and modify lessons based on peer feedback and support. (Three 3-4 hr. workshops)

TEAM LEARNING: explores four dimensions of group learning for adults: purposes of using groups, group participation and learning styles, the roles of individuals in group and team learning, and the evaluation of group learning. Participants experience various group cooperative learning structures as reinforcement of the packet content. (Three 3-4 hr. workshops)

WHOLE LANGUAGE APPROACH: explains the whole language philosophy and approach as well as the psycholinguistic framework upon which whole language is largely based. (Two 3-4hr. workshops)

PLANNING FOR INSTRUCTION: provides participants with a philosophy and set of skills that emphasize the involvement of adult learners in the planning and evaluation of adult education instruction. (Two 3-4 hr. workshops)

IMPROVING THINKING SKILLS FOR ADULT LEARNERS: examines critical thinking and problem solving skills and factors affecting an individual's ability to think. Provides strategies for creating an environment that fosters the development of thinking skills and transfer of learning. (Three 3-4 hr. workshops)

TEACHING ADULTS WITH LEARNING DISABILITIES: examines indicators of learning disability and suggests appropriate strategies for teaching to the strengths of learning disabled adults. (Three 3-4 hr. workshops)

Packet Availability

The packets, once distributed free by the Division of Adult Education and Literacy Clearinghouse, are now out of print and will be printed and distributed "at cost" by three other agencies listed below:

Pelavin Research Institute
1000 Thomas Jefferson Street, N.W., Suite 400
Washington, DC 20007
ATTN: Lenore Webb
Phone: (202) 994-5300 FAX: (202) 994-5454
E-mail: PELENWEB@DIAL-IN.NW.DC.US
Packet cost $20 (print materials)

The Educational Resources Information Center (ERIC)
Document Reproduction Service
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
(800) 443-ERIC
Variable costs for print materials

The National Technical Information Service (NTIS)
5285 Port Royal Road
Springfield, VA 22161
(703) 487-4650
Variable costs for print materials

Videos accompanying the Adult Learner, Team Learning, Whole Language Approach, and Monitoring Student Progress packets must be ordered separately from:

OTAN
Sacramento County Office of Education
9738 Lincoln Village Drive
Sacramento, CA 95827
ATTN: Linda West

Other videos may be ordered as follows:

Volunteers and Teachers in the Classroom

Access Network in Edmonton, Alberta — (403) 440-7777 — the name of the video is "*Using Volunteers in the Class*," and it is part of the English as a Second Language Series. The BPN number is 290311.

Communicative ESL Teaching

Addison-Wesley/Longman — (800) 322-1377 — the name of the video is "*Early Production*," and is part of the Teacher Training Through Video series. The order code is 78743.

Learning Disabilities

Albany Educational TV — (518) 465-4741 — the name of the video is "*Teaching Adults with Learning Disabilities*."

Mathematics: Strategy and Problem Solving

New Readers Press — (800) 448-8878 — the name of the video is "*Changing the Rules*," and the order number is 843-9.

Improving Thinking Skills for Adult Learners

AIMS Media — 1-800-367-2467 (Chatsworth, CA) — the name of the video is "*More*."

APPENDIX D

Possible Resolutions to Problematic, Professional Development Scenarios

SCENARIO #1: RURAL

Because of budget pressures, teacher schedules, and administrative time constraints, Bob (the administrator) plans to use a half-day of a full-day opening conference for the purpose of presenting an "awareness" session for instructors. Content of the session will be on the *range of possible approaches for professional development.* Bob decides to bring in a "facilitator," a person who can use this *Guide* to deliver several hands-on activities that engage instructors in a myriad of possibilities.

Pre-Conference Activity:

Prior to the conference, a Needs Assessment Profile for Instructors will be completed by all 16 instructors, and then summarized.

Opening:

An overhead transparency of the summary will compose an interesting element of the conference is opening session.

Cooperative Learning Activity:

Following the opening session of the conference, a "Jigsaw" activity will be used to introduce the various approaches, as described in the *Guide.* (If directions for managing the jigsaw cooperative learning activity are needed, they can be located in the Adult Learner Packet. The availability of that packet can be found in Appendix C to this *Guide.*)

Needs Assessment Revisited:

After a break, the summary needs assessment will be shown up and the group will be asked whether any would like to change their preference to an area other than workshop/conference. Changes, if any, will be recorded directly on the transparency.

Brainstorm:

If some in the group indicate changes, they will be paired or put in small groups to brainstorm topics and activities that might be helpful for them to explore.

Logistics:

The administrator next will ask for volunteers to serve with him or her on a Task Force to determine what resources will be required for the project and how those resources should be allocated. Before making determinations, all instructors will be contacted, again, to obtain agreement to the Task Force's plan.

In all probability, a small change would occur the first year — maybe a pair of teachers doing peer coaching or a couple doing action research (on-line or directly). The results of these activities could be reported at the following year's opening conference, and, if successful, additional teams could be added for the following year — possibly including some individually designed projects. Such a process can keep change manageable, within funding constraints, and allow for the personalized support necessary for success.

SCENARIO #2: SUBURBAN

Nancy reviews the results of the Needs Assessment Profile Summary. During the past two years, workshops were held on instructional skills development, but Nancy finds few of these skills being used on a regular basis. She decides to begin small in order to insure success in diversifying approaches to professional development.

She notices that the largest number of similar preferences, outside of workshops, was eight who like working in pairs, and five, who prefer practicing new strategies with feedback from observers. She decides to call these 13 instructors together and present them with an opportunity to do peer coaching in self-selected teams. An observation instrument will be made available, and will be related to categories of instruction. Teams can select categories to work on; and a special session on using the instrument will be held for instructors, before asking for voluntary commitment.

Nancy realizes that not all may be ready for that level of commitment. Some may feel comfortable only in visiting other classes using the instrument in selected categories. For those individuals, Nancy will make her own classes available for visitation using the instrument. She will plan demonstration lessons for categories selected by those instructors.

Once these determinations are made, all faculty will be informed of the activities planned. In addition, an awareness session is planned for all faculty on other possible approaches they might choose the following year. (See Scenario #1 for the contents of an awareness session.) An opportunity also could be presented at this time for persons to be put on a waiting list for peer coaching, depending on resources, including available release-time for classroom visitations.

Another possibility that Nancy considers is to hold an awareness session first for all 18 ESL instructors and then allow a limited number of volunteers to select an approach to observe and learn from each other (within time and budget constraints and approval as projects that would serve both individual professional development and the program goal of improving ESL instruction.) Instructors who volunteer will need to agree to share the process and results with the entire ESL faculty upon completion of their professional development projects.

In any case, one of the contract formats from Appendix B will be used to establish formal or informal guidelines for each project.

SCENARIO #3: URBAN

An analysis of the Needs Assessment Profile for Instructors confirms Lynn's judgment that her 45 instructors represent a tremendous range in experience, interests, and sophistication about ABE instruction. Many instructors have attended workshops and conferences over the years and are knowledgeable about a number of instructional strategies, using many of them (especially reading approaches, such as whole language) in their classrooms.

Lynn ponders how best to broaden the base of professional development to fit the diversity of her faculty, while, at the same time, addressing the problems of improving instruction, decreasing student turnover, and establishing strategies appropriate to the family literacy program. She decides on a multifaceted approach.

Her first step will be to hold a 3-hour workshop of the 45 instructors during a Wednesday morning, from 8:30 to 11:30, at which time students will attend a student assembly. She selected the beginning workshop format, because, of the 34 who listed that as a preference, and because of the opportunity it presents to approach diversifying professional development approaches. Her tentative plan for the morning is to:

- Hold an opening session at which is presented the needs of the ABE program and the desire to find ways for faculty to practice new instructional strategies in ways they prefer to learn; and
- Then divide the faculty into three groups. The groups would function as described below:

Group A. She will invite a skilled family literacy facilitator to meet with that group on a pre-arranged agenda to:

- determine the level of family literacy expertise among the instructors,
- outline the family literacy program demands,
- brainstorm possible ways for faculty to get "up to speed" on family literacy needs identified in the 2 preceding steps, and
- note the 4 approaches to professional development and linking those to the brainstorming results.

Group B. One of the most skilled instructors who is also a respected facilitator will convene the group of "sophisticated" instructors (those knowing and using a wide variety of strategies). Their tasks are:

- Review the professional development approaches in the *Guide* and identify their experience and preferences with them;
- Brainstorm how these approaches might be linked to the ABE objectives of improved instruction and decreased student turnover; and
- Come up with some recommendations for themselves individually and/or as a group, including ways they might assist less-experienced instructors.

Group C. Lynn will, herself, meet with the 18 remaining instructors. These include the least experienced, the most entrenched, and sometimes the least motivated instructors. She has prepared a separate Profile Summary for these 18 instructors. Her agenda for them includes:

- an overhead presentation of their Profile Summary stressing their strengths,
- a quick review of the ABE program needs,
- a brief presentation of the 4 approaches to professional development noting the relationship to their own learning preferences, as seen on the Profile, and
- a testimonial from one of the "sophisticated" instructors, who describe students' positive reactions to a variety of instructional strategies.
- Sub-dividing the group into three small groups based upon their learning and professional development preferences. Their task: to brainstorm new instructional strategies they would like to master and how that could best be accomplished according to their own preferences.
- A report back to the group of 18, with 1 person identified to report back to the whole group.

The large group of 45 will re-convene with 10-minute summaries from each of the 3 groups (A, B, and C).

Lynn will ask for a written summary of each group's deliberation, for study purposes. She promises to bring back recommendations on a Tuesday morning, in two weeks. (A different day is chosen to avoid having the same students miss class.)

Her plan in the interim is to meet with the 2 other facilitators to come up with a diversified professional development plan for the 45 instructors.

At the next meeting, the group will be invited to respond and to suggest modifications. Also at that session, available support, logistics, and evaluation of activities will be major components.

Possible Solution to Professional Development for Instructor Jane Green

REQUEST FOR PROFESSIONAL DEVELOPMENT PROPOSAL

Because it is expected that all adult educators will engage in professional development activities, please submit the following proposal indicating your professional development plan for the coming year.

NOTE: Your plan may be accomplished individually or in collaboration with others. If you choose a collaborative project, please check the appropriate box and list all persons and their positions.

☐ **Individual Proposal**

☑ **Collaborative Proposal**

Names: •Jane Green	**Positions:** ABE/ESL Instructor
Roger Taylor	ABE (Math) Instructor
Mary James	ABE/Jobs Instructor

1. *Please write a paragraph or two describing what you would like to accomplish (goals) and the reasons for this selection.*

We would like to research and design a workplace literacy program that would improve workers' communication skills and self-esteem.

Two companies have expressed interest and would like to work with us. We feel the program should be tailored for each situation but have not had experience in doing this.

2. *What specific activities do you feel will enable you to accomplish this goal? Please indicate the timeframe of all activities.*

ACTIVITIES	TIMEFRAME
• Research (read about) successful programs	Spring semester
• Visit nearby workplace literacy programs (if they can be located	Spring semester
• Meet with company reps	Summer break
• Outline program content (as a team)	Summer break

3. *Please detail the expenses that you would expect to be reimbursed plus any other necessary support* (e.g., release-time, materials, observation opportunities, networking, or progress conferences)

ANTICIPATED EXPENSES	OTHER SUPPORT SERVICES

• Materials on workplace programs • Costs to travel to other sites (1 or 2) • Compensated time to meet with company reps	• Compensated time to design new curriculum and assessment • Need administrative support in contacting and meeting with companies • Need admin. to meet periodically with team

4. *How will you evaluate whether or not your goals were achieved?*

Short Term
- Is there a program and curriculum design that results from team efforts?
- Do company executives feel it is workable and fundable?

Long Term
- Do employees respond favorable and stay in program?
- Do employee communication skills improve (tested and observed at work)?

5. *How would you prefer to present the results of your professional development activities?*

1. Program/curriculum document
2. Presentations to school board and to company officials

YOUR COMPLETED PROPOSAL SHOULD BE RECEIVED IN THIS OFFICE BY ____________. YOU WILL BE CONTACTED AS SOON AS POSSIBLE. **PLEASE DO NOT BEGIN ACTIVITIES BEFORE YOUR PROPOSAL HAS BEEN APPROVED FOR FUNDING.**

Signed: ________________________
Administrator/Professional Development Coordinator

Date: ______________

INSTRUCTOR: Jane Green

Linking Components of the Needs Assessment Profile Summary for Instructors with Professional Development Approaches

Components from Profile Summary	Possible Approaches
Teaching Situation Location/Isolation Rural/Collegial Extent of Teaching Time Part (9 hrs) Teaching Areas: ABE/ESL both GED/ASE . . . Computer Availability/Comfort Low/medium	Program enhancement (small group) Workplace literacy
Support Administrative (e.g., encouragement/ participation) medium Fiscal (e.g., funding/release time) low Team Approach	(One that takes little release time or remuneration) Small team possible?
Education/Training Formal Teacher Education [✓ Y] / N Focus Secondary Ed. (Eng) Past Professional Development Cooperative and Adult Learning	Has English skills - possible program enhancement; workplace
Preferred Learning Preferences and Professional Development Preferences Learning Preferences Small group/ alone/hands-on Professional Development Preferences Agency project (workplace) - motivation research	Inquiry/Research approach and/or Program Enhancement
Teaching Experience Experience in Teaching Adults 3 years	(Ask administrators to check on success in teaching adults during 3 yr. period)
Professional Development Topics/Content Listed Workplace literacy Motivation -- Basic English skills	Consistent with above

APPENDIX E

Articles/Excerpts Relating to Professional Development

- Excerpts from the *Study of ABE/ESL Instructor Training Approaches, Phase I Technical Report* (1992). Pelavin Associates, Inc., San Francisco State University and the Adult Learning Resource Center

- Excerpts from *Approaches to Faculty Evaluation for ESL* (December 1989). Martha C. Pennington and Aileen L. Young, Tesol Quarterly, Vol. 23, No. 4

- *How Do Teachers Coach?* (1986). Robert J. Garmston, California State University, Sacramento.

- *Adult Literacy Practitioners as Researchers* (July 1994). Cassie Drennon, ERIC Digest, National Clearinghouse for ESL Literacy Education.

- Excerpts from *Invitations to Inquiry: Rethinking Staff Development in Adult Literacy Education* (1992). Susan L. Lytle, et al., Technical Report TR92-2, National Center on Adult Literacy.

- Excerpts from *SABES Program and Staff Development Process: A Guidebook for Facilitators* (August 1995). System for Adult Basic Education Support (SABES), funded by the Massachusetts Department of Education.

- *A Best Practices Program Development Model* (November/ December 1995). Judy O'Neil, et al., Adult Learning.

Professional Development Resources Supplement: Improving Instruction, Organization, and Learner Outcomes Through Professional Development

A publication of Building Professional Development Partnerships
for Adult Educators Project (Pro-Net)

June 2000

Renee Sherman
Mark Kutner
John Tibbetts
Danielle Weidler
Pelavin Research Institute
American Institutes for Research

TABLE OF CONTENTS

I. ***Introduction: Professional Development Resources Supplement: Improving Instructor, Organizational, and Learner Outcomes through Professional Development*** 1-1

II. ***Needs Assessment: The Foundation for all Professional Development Activities*** 2-1

- Introduction and Sample Needs Assessment Profiles developed by the Pelavin Research Institute of the American Institutes for Research 2a-1
- Introduction and Sample Instrument from the Continuous Improvement Measure (CIM) developed by the Comprehensive Adult Student Assessment System (CASAS) 2b-1

III. ***Collaboration: A Means Toward Enhancing Professional Development*** 3-1

- Questions to Ask When Considering Collaboration 3a-1

Appendices:

- Appendix A: *Regional Resource Initiative*, developed by Arizona Adult Literacy and Technology Resource Center and the Center for Literacy Studies at the University of Tennessee[1] A-1
- Appendix B: *For the Common Good:* A Guide for Developing Local Interagency Linkage Teams developed by the Center on Education and Training for Employment at Ohio State University[2] B-1

---

[1] The *Regional Resource Initiative* is not available on-line with this publication. For copies of this initiative please contact Renee Sherman at the American Institutes for Research at 202-944-5327 or by e-mail at rsherman@air.org

[2] *For the Common Good: A Guide for Developing Local Interagency Linkage Teams* is available at the following site http://literacy.kent.edu/CommonGood/Guide/index.html. If you have any questions about this publication please contact Susan Imel at the Center on Education and Training for Employment at Ohio State University at 614-292-8606.

INTRODUCTION:

Professional Development Resources Supplement

IMPROVING INSTRUCTOR, ORGANIZATIONAL, AND LEARNER OUTCOMES THROUGH PROFESSONAL DEVELOPMENT

The *Professional Development Resources Supplement* is an extension of the *Professional Development Resource Guide for Adult Educators* prepared by Pelavin Research Institute in 1996 through a contract with the U.S. Department of Education, Division of Adult Education and Literacy, entitled *Building Professional Development Partnerships with Adult Educators (PRO-NET).* The Guide was designed to help adult educators develop and implement comprehensive professional development systems that will benefit individual staff, the adult education program, and ultimately, the learner. The original *Resource Guide* provided a rationale for professional development in adult education and discussed four primary approaches to professional development: workshop/ presentation, observation/feedback, inquiry/research, and product/program development. It also discussed the roles of administrators, professional development coordinators, and instructors in designing, delivering, and supporting professional development activities. Finally, it included prototypes of needs assessments and individual professional development plans that could be adapted by state and local adult education programs to suit their own circumstances.

Recently the Pelavin Research Institute produced a separate publication on the use of mentoring as a professional development approach. The publication, entitled *Adult Educators' Guide to Designing Instructor Mentoring,* outlines the steps for designing and implementing mentoring for instructors of adult education programs. The guide includes a detailed discussion of the procedures for selecting and matching mentors and protégés, identifying appropriate mentoring content and developing strategies, and assessing and evaluating mentoring. The mentoring publication supplements the work of the *Professional Development Resource Guide for Adult Educators.*

The *Professional Development Resources Supplement* includes additional resources for adult educators. Information is based on literature and practices in the fields of professional development, adult education, needs assessments, and collaboration. Materials are intended to stimulate discussions and ideas among state and local adult education administrators, professional development coordinators, and instructors about various elements within a professional development system.

How to Use These Professional Development Resources

This *Supplement* serves as a catalyst for careful analysis, open discussion, and considered actions. Individuals, or groups within the adult education community – administrators, professional development coordinators, and instructors – can use the *Supplement* to enlighten, explain, and stimulate. It *does not* tell state administrators or program directors what they should or should not do. It helps them think about ways in which they could improve the delivery of professional development services.

The *Supplement* focuses on two primary areas: needs assessments and collaboration for professional development. These topics were identified through a needs assessment conducted by *PRO-NET* staff prior to a national professional development conference sponsored by the U.S. Department of Education and Pelavin Research Institute. While many adult educators will find both areas useful, some may want to focus on only one area, depending on the individual's role in the organization and on program and staff needs. Materials in each area can serve as the basis for discussions between administrators and staff, or as topics for professional development workshops, inquiry/research projects, and program enhancements.

Each area noted above contains background information, research findings, and sample practices and strategies. The materials are meant to be adapted to the environment and needs of individual programs.

Contents of *Professional Development Resources Supplement*

Guide to *Professional Development Resources Supplement*

This brief guide to the *Supplement* includes an introduction, information on using the materials, a list of the contents, and an overview of the two focus areas: Needs Assessments: The Foundation for All Professional Development Activities, and Collaboration as a Means for Enhancing Professional Development Services.

Needs Assessments: The Foundation for All Professional Development Activities

Overview of Assessments—This document provides background information on assessments with a brief discussion of various assessment procedures, key concepts on which effective assessments are based, steps in implementing an assessment, recommendations for when to conduct assessments, balancing instructor- and program-determined professional development activities, and the relationship between assessment and evaluation.

Two types of model instruments are provided:

1. Sample needs assessment profiles for each of three target audiences: instructors, professional development coordinators, and state and local administrators along with profile forms for aggregating the results of completed instructor and professional development coordinator profiles. A brief orientation on the use of the profiles is included.
2. Sample assessment from the Continuous Improvement Measure (CIM) developed by the Comprehensive Adult Student Assessment System (CASAS) most often used as a self-assessment, but also used as a team assessment (by a team of instructors or a combination of administrators and instructors) or as a supervisory assessment. It includes a brief discussion on how to introduce supervisory observations to reduce instructor anxiety.

Collaboration as a Means for Enhancing Professional Development Services

Overview of Collaboration—This document provides a rationale for collaboration and includes the definition of collaboration, the pros and cons of collaboration, and steps in the collaborative process.

Other materials included are:

- *Questions to Ask When Considering Collaboration.* These questions are intended to help programs identify potential partners for collaboration. They are organized into seven categories: (1) organizational structure and decision making, (2) funding, (3) staffing, (4) outcomes, (5) culture, (6) perceptions about the organization, and (7) personal experiences. These questions resulted from the collaborative process that established the Northwest Regional Literacy Resource Center. This is a collaboration among five states—Washington, Oregon, Idaho, Montana, and Wyoming—and between adult education and social service agencies within those states.
- *Regional Resource Initiative: A Blueprint for Sharing Resources and Expertise in Adult Education and Literacy Across State Lines.* This report provides the results of a planning grant awarded by the National Institute for Literacy to the Arizona Adult Literacy Technology Resource Center, Inc., in collaboration with the Center for Literacy Studies, University of Tennessee, to explore the feasibility and effectiveness of regional sharing of resources and expertise in adult education and literacy. It includes the study process, challenges to collaboration, and short case studies.
- *For the Common Good: Guide for Developing Local Interagency Linkage Teams.* This guide, prepared by the Center on Education and Training for Employment, College of Education, Ohio State University, describes six steps in establishing interagency collaborations and includes a series of questions agencies should ask themselves at each step.

The complete *Professional Development Resources Supplement* may be accessed on-line at http://www.air-dc.org/nrs. Many of our other publications may be downloaded from this website as well.

Needs Assessment:

THE FOUNDATION FOR ALL PROFESSIONAL DEVELOPMENT ACTIVITIES

A dedicated staff committed to improving the quality and effectiveness of adult education services is essential for improving learner outcomes, and can occur only when instructors and other staff actively participate in developing and implementing program improvement initiatives. For that reason, there must be professional development opportunities that allow for staff to participate in developing, recommending, and implementing strategies for improving services. Staff also must have the opportunity to become acquainted with administrative concerns and suggestions. A comprehensive professional development approach must include opportunities for administratively determined activities in addition to self-determined activities.

This document provides an overview of the key concepts on which effective needs assessments are based; identifies procedures for conducting needs assessments; describes the need for balancing instructor- and program-determined professional development activities; and discusses the relationship between needs assessments and evaluations.

Professional development activities must be based on the systematically identified needs of instructors, and not simply on an administrator's *perception* of what instructors in their program require. Needs assessments should be the foundation of all professional development activities. Needs assessment procedures help decision making by clarifying what needs are important and their level of importance. An effective needs assessment raises the level of individual and programmatic awareness concerning: (1) areas of strength; (2) areas for improving instruction; (3) individual learning preferences; and (4) preferred approaches to professional development. Instructors should have a strong voice in identifying the skills and knowledge areas on which professional development activities are to focus, as well as the types of professional development approaches in which they choose to participate.

Key Concepts in Conducting Needs Assessments

Although there is not one "correct" way to assess program and staff needs in adult education, the research literature and practical experience identify key concepts on which effective needs assessments are based. These concepts are discussed briefly below.

- **Consider needs assessment as ongoing.** As staff become more knowledgeable, their awareness of their needs changes and deepens. While generic, even superficial, needs may be identified initially, an awareness of more specific needs usually follows.
- **Make needs assessment the first step in the evaluation.** Evaluation is a key element of staff development. To plan an effective staff development program and determine its outcomes, it is first necessary to gather data on student and staff goals, strengths, needs, learning styles, and preferences, as well as on program needs and legislative or other mandates.
- **Make staff an integral part of the needs assessment**. Participants should be involved in planning the needs assessment, prioritizing needs, and determining the appropriate professional development approaches. If staff do not themselves feel a need or desire to change, the content of the professional development is much less likely to affect instructional strategies. By making staff a party to assessing their own needs as well as the needs of others, the process itself becomes educational and part of professional development.
- **Identify needs by program and by staff experiences as well as by expected competencies for all adult educators.** Staff will be more enthusiastic about professional development that assists them with their specific needs relative to their programs and learner populations. Staff needs may vary widely across programs. Individual needs of staff within programs will vary based on level of experience, types of classes, and previous professional development activities. These needs should be recognized. However, some generally accepted competencies such as knowledge of the adult learner are applicable to staff across all programs.
- **Gather needs assessment information from multiple sources, using different data collection strategies.** This results in a more comprehensive identification of needs and improves the chances that the needs identified are valid and legitimate. A survey alone cannot adequately document need.
- **Analyze the strengths of the system.** Because needs assessments tend to focus on the "gaps," identification of the strengths of the staff and program can help keep a balanced perspective and can bolster confidence.

- **Disseminate the results of needs assessments.** The results of the assessment should be analyzed and disseminated to those individuals who participated in it as well as to other audiences who may have an interest.

- **Link the results of the needs assessment to the professional development activities delivered.** Conducting a needs assessment leads individuals to expect that professional development activities will be developed to meet those needs. Credibility is established when programs are committed to meeting the needs identified.

Consider these concepts as guidelines when developing your own needs assessment.

Procedures for Conducting Needs Assessments

Data for needs assessments can be obtained in a variety of ways, including interviews and written surveys. Administrators also should be involved during the needs assessment. With the high turnover rate among instructors, many may not have a sufficient breadth of exposure to adult learners to understand exactly what their needs are or what the alternative professional development opportunities are for addressing them. Hence, needs assessments should include a *combination* of the following:

- ***Self-reports*** comprise responses to inquiries (the simplest form of needs assessment) about the individual's perception (usually of their own development needs). These responses are most useful as indicators of interest, and are limited by awareness of possibilities and of one's own needs. If used, inquiries should be made as specific and as brief as possible. The data from these assessments should be combined with data from other sources.

- ***Focus groups*** consist of 8 to 12 persons and produce primarily subjective data from a cross-section of respondents. This approach is useful as an initial step for identifying broad interests. Responses are made to carefully formulated questions (usually only five or six are recorded). The skills of facilitators and recorders are critical. An advantage of focus groups is that they allow the facilitator to ask probing questions such as "how" and "why," to gain a deeper understanding of the issues. Approaches to analyzing the data include ethnographic summaries that rely on direct quotes from the group discussion, or systematic coding around content analysis in which topics in the moderator's guide generally serve as the categories for coding.

- ***Nominal group process*** requires 5 to 9 well-informed participants who write answers to specific questions. As participants share responses, group members rank-order or rate those responses. The result is a quantitative component that can be aggregated. This procedure works well with large groups divided into small, nominal groups. Nonetheless, data are subjective.

- ***The Delphi method's*** purpose is to reach consensus on needs. A panel of "experts" respond to a series of questionnaires, each building on the previous questionnaire and each more specific than the previous one. Responses are based on opinions. This procedure avoids the need to meet and can be conducted by fax, e-mail, or regular mail. The process is complete when the most common agreement occurs.

- ***Key informants*** are leaders in a field who are knowledgeable about some group and who share their perceptions. These informants can provide information to be used later for more formal needs assessments. Data are often gathered by telephone or in person, with questions usually focused on educational programming.

- ***Supervisor evaluations*** are based on a knowledge of the field and an opportunity to observe personnel in action. Information may be accurate, if individuals can avoid filtering perceptions through their own preferences or relationships to the person being observed; data are usually more accurate if a performance appraisal instrument is used. Likewise, the results are more valid and reliable if corroborated by several observers.

- ***Surveys, questionnaires, and interviews*** are the most common methods of needs assessments. The advantages of surveys and questionnaires are that they can target large audiences, can serve as marketing tools, and can build ownership. Their value depends on the quality of the instrument (well-constructed and pilot tested) and on the sincerity and knowledge of respondents. Likewise, results of interviews depend on the skill and sensitivity of the interviewer, plus the care taken in constructing questions and in following up. There is real potential for bias if the interviewer is not trained.

- ***Portfolio assessment***, a form of authentic assessment, is gradually becoming more popular for assessing instructor strengths and weaknesses. Instructor portfolios are a purposeful collection of instructional materials selected by the instructor. As the contents are assessed over time, they provide an ongoing record of instructor growth and areas for improvement serve as a way to identify professional development activities.

- ***Analysis of existing information,*** including learner outcomes, attendance and retention, and performance reviews, is a useful method for determining needs. Findings may be used to validate data gathered from other sources.

The combination of needs assessments conducted varies with the type of organization and personnel being assessed.

Steps in Conducting a Needs Assessment

Regardless of the type of needs assessment, there are general steps that should be followed when implementing the needs assessment. These steps include the following:

1. **Identify users and uses of the needs assessment**. The users are generally staff development coordinators or administrators who will be acting on the information

collected. Users at the state, regional, or local levels may want different types of information. Knowing the kinds of information that the users want to obtain is helpful in choosing the processes for obtaining that information.

2. **Identify and describe the target population and its environment for the needs assessment**. Background information—such as demographic characteristics, geographic dispersion, and important features of the environment that may affect needs—is important in selecting the needs assessment processes and the types of professional development support that can best be provided once needs are identified.
3. **Select the needs assessment processes to implement**. Include all the sources of data, procedures for collecting information, and procedures for analyzing the needs once data have been collected.
4. **Implement the procedures of the selected needs assessment**. Determine who the appropriate staff are to collect the data and ensure they have the skills for the task. Interviews with staff require one set of skills while observations require another. An important issue is confidentiality, especially in reviewing performance evaluations. Let the target audience know in advance the purpose of the needs assessment and when it will be conducted.
5. **Integrate the information from various data sources and prioritize**.
6. **Analyze the results of the needs assessments**. Most data can be interpreted in different ways and discussion will help clarify the needs. If needs are not clearly understood and defined, the likelihood of resolving them is minimal and any improvement strategies will be superficial at best.
7. **Communicate the results of the needs assessments to decision makers, users, and other relevant audiences**.
8. **Collaborate in planning staff development**. Staff development coordinators, administrators, and, when feasible, instructors should work together to plan professional development that meets identified needs.

Analysis and communication of the results of the needs assessment are important steps in setting priorities among identified needs and selecting priorities for areas of change.

When to Conduct Needs Assessments

Because adult educators are most often part-time and have a high level of turnover, they are likely to resent completing needs assessment forms unless they can see some immediate benefit. Needs assessments, therefore, should be conducted only when there is a real reason to do so, and when some type of clearly described and useful follow-up will take place as a result of the assessment.

At the same time, the rapid turnover of staff may, indeed, generate one of those reasons for conducting needs assessments. If the organization's mission is not being accomplished, and the reasons are not clear even though staff turnover is high, a formal needs assessment may be in order to determine accurately where the gaps are and the possible reasons those gaps exist. The needs assessment can serve two purposes: to make new staff more aware of the organization's mission and to target professional development needs to close the gaps.

Another appropriate time to administer a needs assessment is when new program changes are imminent. For example, an agency may desire to start a new family literacy program. It would be important to determine what gaps in the organization's mission will be filled by that program; what knowledge and experience about family literacy programs, if any, already exist among the staff; what the interests are of instructors for participating in such a program; and what resources the staff see as essential to making the new program a success. To continue the same example, if such a program were initiated, it would be appropriate to administer a follow-up needs assessment shortly after the program has been implemented, to determine emerging needs for professional development, resources, logistics, and the like.

When an intervention is complete or fully implemented represents another appropriate time for a needs assessment, to answer those evaluation questions raised during planning and to allow for further development, dissemination, and revision. In short, needs assessments should be ongoing at those junctures when data are needed to evaluate progress or to determine the success of an endeavor. Examples might be a needs assessment of students to gather information for the evaluation of instruction; assessment of staff to provide data for the evaluation of professional development; or the need to gather data to evaluate curriculum or program development.

Balancing Instructor- and Program-Determined Professional Development Activities

A comprehensive professional development plan includes opportunities for a balance between activities supporting self-determined learning needs and preferences and those supporting program enhancements. *Instructor determined* professional development allows instructors to select topics and approaches that are best suited to their individual learning styles. It is based on the premise that adults desire to be the origin of their own learning, controlling the "what, who, how, why, when, and where" of possible learning experiences.

Self-determined learning, while necessary to ensure that instructors have the opportunity to identify topical areas of interest to themselves and that addresses the learner's needs and goals, may not always be congruent with program enhancement. *Administratively determined* professional development has a more organizational dimension and is generally targeted to improving instructional services, correcting a program deficiency, or implementing program changes. Program-mandated needs, for example, may result from system changes, the introduction of new standards, or the use of new technology. While not a high priority among instructors, these changes need to be addressed through professional development to enhance program quality. Program-mandated needs also offer instructors the opportunity to become acquainted with administrative concerns and suggestions.

Creating a balance between self-determined professional development and professional development for program enhancement raises the following important questions:

- If self-determined professional development is the driving philosophy, how are individual needs and learning preferences balanced with organizational goals?
- If the program goal is to improve services, must all professional development be mandated to ensure that instructional staff have the same requisite skills and knowledge to support the changes mandated by program enhancement?

- Where do individual needs and personal preferences come into play in program enhancement?
- How is a vision created for professional development that incorporates organizational goals and self-determined needs and learning?

Relationships Between Needs Assessment and Evaluation

Needs assessment and evaluation are both part of continuous improvement. In fact, the needs assessment is the first stage of the evaluation. Needs assessments provide data that, when analyzed and aggregated, can be evaluated. Thus the evaluation decides the "value" of the needs assessment results. Once assessments are analyzed and evaluated, plans can be made for implementing a professional development program.

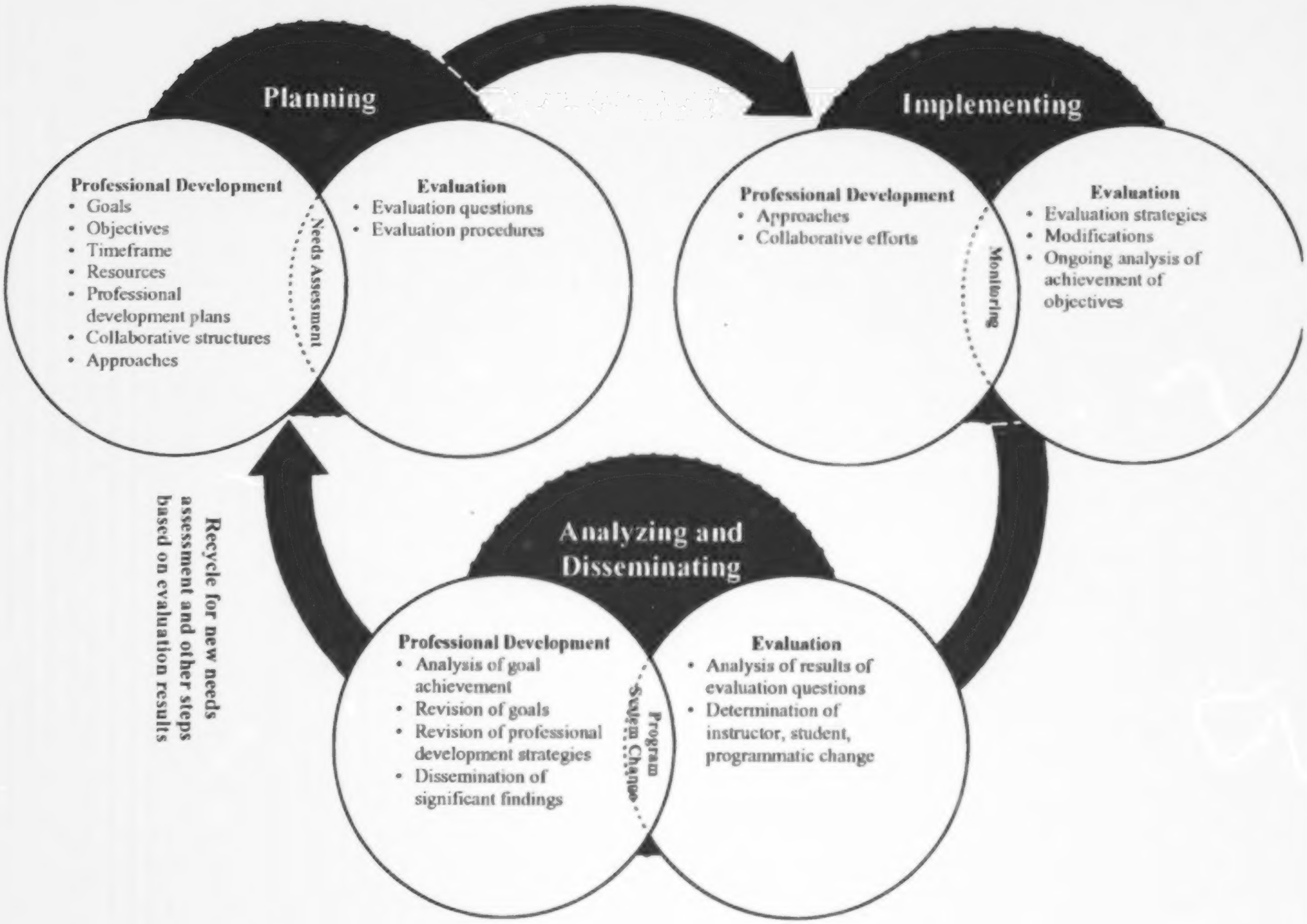
One misconception about needs assessment and evaluation is that needs assessment takes place only at the beginning of an endeavor (whether professional, program, or curriculum development or planning for instruction) and evaluation takes place at the end. That belief has incredibly harmed developmental efforts. It inhibits the flexibility to make ongoing changes as needed and creates a "stamp of approval/disapproval" syndrome rather than fostering continuous improvement.

Furthermore, when evaluation waits until the end, projects are often out of funds, out of steam, or reluctant to face negative results, so evaluation just doesn't happen. Equally discouraging are evaluations that are completed, but never used to recycle development, inform participants, or promote community involvement and support.

The relationship between needs assessments and evaluation is illustrated in Exhibit 1, Professional Development Process Framework. Planning for professional development is based on the needs assessment. During planning, professional development goals, objectives, timeframe, resources, individual professional development plans, collaborative structures, and approaches are established. At the same time, evaluation questions are raised and procedures are put into place to evaluate the progress toward achieving the goals and objectives.

Evaluation continues through implementation of professional development approaches and collaborative efforts. In the final stage, analysis and dissemination, the results of the evaluation questions raised during planning are analyzed and revisions to the professional development plans are made. The information is recycled for a new needs assessment.

EXHIBIT 1
Professional Development Process Framework


Planning
Professional Development
• Goals
• Objectives
• Timeframe
• Resources
• Professional development plans
• Collaborative structures
• Approaches
Needs Assessment
Evaluation
• Evaluation questions
• Evaluation procedures
Implementing
Professional Development
• Approaches
• Collaborative efforts
Monitoring
Evaluation
• Evaluation strategies
• Modifications
• Ongoing analysis of achievement of objectives
Analyzing and Disseminating
Professional Development
• Analysis of goal achievement
• Revision of goals
• Revision of professional development strategies
• Dissemination of significant findings
Program System Change
Evaluation
• Analysis of results of evaluation questions
• Determination of instructor, student, programmatic change
Recycle for new needs assessment and other steps based on evaluation results

Introduction and Sample Needs Assessment Profiles

developed by the

Pelavin Research Institute of the American Institutes for Research

- **Needs Assessement Profile for Professional Development Coordinators**
- **Summary Profile of Professional Development Coordinators**
- **Needs Assessment Profile for Instructors**
- **Summary Profile of Instructors**
- **Needs Assessment Profile for State or Local Administrators**

INTRODUCTION

A Needs Assessment Profile is helpful in identifying instructional and program needs and in planning appropriate professional development activities. In effect, the plan serves as a vehicle for analysis that can become a "road map" for individual-and program-enhancement activities. Needs assessment profiles, in addition, can be completed for different program staff (instructors, professional development coordinators, and state and local administrators). It often is beneficial to aggregate responses from individual instructors' profiles, as well as those responses from professional development coordinators' profiles and have the staff as a team look at instructional and program needs and plan activities to foster both individual growth and program enhancement.

This following includes examples of needs assessment profiles for each of three target audiences: instructors, professional development coordinators, and state and local administrators. It also includes Summary Profile Forms for aggregating the results of completed instructor and professional development coordinator profiles. Adult educators should feel free to adapt these forms to better reflect the environment in which their program operates. Below, we provide a brief orientation to the use of the profiles.

IMPLEMENTING THE NEEDS ASSESSMENTS

Instructors

A local or regional Professional Development Coordinator should give instructors the needs assessment profiles to complete. The instructors should then make one copy of the completed profile for themselves and forward the original to the Professional Development Coordinator for aggregation and analysis.

Professional Development Coordinators

If no professional development coordinator is readily available, instructors can complete and analyze the needs assessment profile themselves, and then negotiate the terms of their own professional development with an appropriate administrator.

Professional Development Coordinators have a dual role in the use of Needs Assessment Profiles. First, as staff members, they should complete the Needs Assessment Profiles for Professional Development Coordinators, an activity that allows them to analyze their own professional development strengths and areas for further development. In regions or states with several professional development coordinators, the Summary Profile Form should be used to aggregate responses from the individual profiles. Based upon information provided by the summaries, administrators and coordinators can plan appropriate professional development approaches and activities on a regional or statewide basis, for either specific individuals or for groups of professional development coordinators.

Second, Professional Development Coordinators should distribute the Needs Assessment Profiles for Instructors, and then collect and aggregate the results. There is a Summary Profile Form for that aggregation. Depending upon how the information from the summaries are to be used, they could be aggregated:

- for all instructors in the agency,
- by teaching tasks such as ABE, ESL, or GED, or
- by individual sites.

Once the data are analyzed, the Professional Development Coordinators must work with instructors to negotiate professional development approaches for individuals and groups, as appropriate.

BEST COPY AVAILABLE

Administrators

In completing the profile, administrators are provided a chance to reflect upon their own and their staff's professional development needs, and, at the same time, raise administrators awareness of an expanded array of professional development approaches.

NEEDS ASSESSMENT PROFILE FOR PROFESSIONAL DEVELOPMENT COORDINATORS

Name: ____

Title: ____

Agency: ____

(street) ____

(city) *(state)* *(zip)*

Phone: ______________________ Fax: ______________________

e-mail: ______________________

PROFESSIONAL DEVELOPMENT

Briefly describe your current professional development roles/responsibilities:

____

____

Your professional development activities are primarily: (Check one box)

	rural	☐	suburban	☐	urban	☐
Opportunity for collegiality	high	☐	medium	☐	low	☐

SUPPORT

Shade the following bar graphs to the level that best describes administrative support for professional development in your situation:

	Administrative Support		
	Funding	**Policies**	**Practices**
high	☐	☐	☐
med.			
Low			

TEACHING AREAS

Do you teach? yes ☐ no ☐

If yes, your teaching areas are: ESL ☐ ABE ☐ GED ASE ☐

LD ☐ Workplace ☐ Family Literacy ☐

Other *(specify)* ☐ ______________________

If yes, extent of teaching: Part-time ☐ (_____ hours weekly)

Full-time ☐ (_____ hours weekly)

Coordination/administration ☐ (_____ hours weekly)

COMFORT LEVEL AND ACCESS TO COMPUTERS

Comfort: high ☐ medium ☐ low ☐ *Access*: high ☐ medium ☐ low ☐

Needs Assessment Profile for Professional Development Coordinators

EDUCATION/TRAINING

Teacher Education: Yes ☐ No ☐

Teacher Education Focus:
- Elementary ☐
- Secondary ☐
- Higher Ed ☐
- ABE ☐
- ESL ☐

Previous technical training or professional development activities: Intermittent ☐ Ongoing ☐

Types of activities:
- Workshops/Presentations ☐
- Observations/Feedback ☐
- Projects (e.g., curriculum development, program enhancement) ☐
- Inquiry/Research ☐
- Other *(specify)* ☐

Topic areas:

Level of experience as a trainer or facilitator:

Novice ☐ Limited experience ☐ Very experienced ☐

PREFERRED LEARNING SITUATIONS (Check all that apply)

Large group ☐ Pairs ☐
Small group ☐ Alone ☐

KNOWLEDGE OF PROFESSIONAL DEVELOPMENT APPROACHES

	Preference			*Knowledge*			*Frequency of Use*		
	Low	**Med**	**High**	**Low**	**Med**	**High**	**Low**	**Med**	**High**
Inquiry/Research	☐	☐	☐	☐	☐	☐	☐	☐	☐
Observation/Feedback (e.g., coaching, mentoring))	☐	☐	☐	☐	☐	☐	☐	☐	☐
Product/Program Development (e.g., curriculum development, program redesign)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Workshop/Presentation (ongoing) (e.g., skills acquisition)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Workshop/Presentation (one-time) (e.g., awareness)	☐	☐	☐	☐	☐	☐	☐	☐	☐

SELF ANALYSIS

Given the preceding profile, what professional development activities do you think should be included in your schedule? (Rank-order, if possible. List as many or as few items as you think necessary.)

1.

2.

3.

4.

SUMMARY PROFILE OF PROFESSIONAL DEVELOPMENT COORDINATORS

Directions: Record the number of persons responding in each category.

Professional development activities are primarily:

rural ☐ suburban ☐ urban ☐

Opportunity for Collegiality high ☐ medium ☐ low ☐

SUPPORT

Place the number of coordinators responding at each level that best describes professional development situations:

	Administrative Support		
	Funding	**Policies**	**Practices**
high	☐	☐	☐
Med.	☐	☐	☐
Low	☐	☐	☐

TEACHING AREAS

Do you teach? yes ☐ no ☐

If yes, your teaching areas are: ESL ☐ ABE ☐ GED ☐ ASE ☐

LD ☐ Workplace ☐ Family Literacy ☐

Other *(specify)* ________________

____

____

____

If yes, extent of teaching: Part-time ☐ Full-time ☐ Coordination/administration ☐

COMFORT LEVEL AND ACCESS TO COMPUTERS

Comfort: high ☐ medium ☐ low ☐ *Access*: high ☐ medium ☐ low ☐

Summary Profile of Professional Development Coordinators

EDUCATION/TRAINING

Teacher Education	Yes	☐	No	☐
Teacher Education Focus:	Elementary	☐	ESL	☐
	Secondary	☐	ABE	☐
	Higher Ed	☐		

Previous technical training or professional development activities: Intermittent ☐ Ongoing ☐

Types of activities: Workshops/Presentations ☐ Observations/Feedback ☐

Projects (e.g., curriculum development, program enhancement) ☐

Inquiry/Research ☐

Other *(specify)* ☐ ____________________

(Tally duplications) ____________________

____

Topic areas: *(Tally duplications)* ____________________

____

Level of experience as a trainer or facilitator:

Novice ☐ Limited experience ☐ Very experienced ☐

Summary Profile of Professional Development Coordinators

PREFERRED LEARNING SITUATIONS (Check all that apply)
(Record numbers responding in each category)

Large group ☐ Pairs ☐

Small group ☐ Alone ☐

KNOWLEDGE OF PROFESSIONAL DEVELOPMENT APPROACHES (Record the numbers responding in each category)

	Preference			*Knowledge*			*Frequency of Use*		
	Low	**Med**	**High**	**Low**	**Med**	**High**	**Low**	**Med**	**High**
Inquiry/Research	☐	☐	☐	☐	☐	☐	☐	☐	☐
Observation/Feedback (e.g., coaching, mentoring)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Product/Program Development (e.g., curriculum development, program redesign)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Workshop/Presentation (ongoing) (e.g., skills acquisition)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Workshop/Presentation (one-time) (e.g., awareness)	☐	☐	☐	☐	☐	☐	☐	☐	☐

NEEDS ASSESSMENT PROFILE FOR INSTRUCTORS

Name: ______________________________

Title: ______________________________

Agency: ______________________________

(street)

____

(city) *(state)* *(zip)*

Phone: ____________________

Fax: ____________________

e-mail: ____________________

TEACHING ASSIGNMENT

Briefly describe your current teaching assignment:

____

____

Your teaching situation: *(Check one box each in #1 and #2)*

1. rural ☐ suburban ☐ urban ☐
2. isolated ☐ collegial ☐

SUPPORT

Shade the following bar graphs to the level that best illustrates support for professional development in your instructional situation:

	Administrative Support		
	Funding	**Policies**	**Practices**
high	☐	☐	☐
med.	☐	☐	☐
Low	☐	☐	☐

TEACHING AREAS

Your teaching areas are: ESL ☐ ABE ☐ GED ☐ ASE ☐ LD ☐ Workplace ☐ Family Literacy ☐

Other *(specify)* ☐ ______________________________

Extent of teaching:

Full-time ☐ (_____ hours weekly)

Part-time ☐ (_____ hours weekly)

Coordination/administration ☐ (_____ hours weekly)

Number of years experience teaching in adult education _____

COMFORT LEVEL AND ACCESS TO COMPUTERS

COMFORT: High ☐ Medium ☐ Low ☐

ACCESS: High ☐ Medium ☐ Low ☐

Needs Assessment Profile for Instructors

EDUCATION/TRAINING

Teacher Education: yes ☐ no ☐
Focus: Elementary ☐ Secondary ☐ Higher Education ☐ ESL ☐ Adult Education ☐

Previous Technical Training or Professional Development Activities: Intermittent ☐ Ongoing ☐

Types of Activities: Workshops/Presentations ☐ Observation/Feedback ☐
Projects (e.g., curriculum development, program enhancement) ☐
Inquiry/Research ☐
Other *(specify)* ☐
____

Topics Studied in Professional Development Activities: ______________________________
____

LEARNING PREFERENCES *(Check any that apply)*

Large group ☐ Pairs ☐ Hands-on activities ☐ Taught by colleagues ☐
Small group ☐ Alone ☐ Reading ☐

PROFESSIONAL DEVELOPMENT PREFERENCES

If you could select your own mode of professional development, what would be your preference? Please rank-order with 1 being your top choice and 5 being your last choice.

_____ Developing your own plan of study with support from your agency.
_____ Researching an issue, problem, or topic in your own teaching environment.
(Please check: Alone ☐ With others ☐ On-line ☐)
_____ Practicing classroom strategies with feedback from another teacher or supervisor who observes you.
_____ Working on an agency project (e.g., curriculum development or agency reorganization).
_____ Attending workshops to learn new instructional skills.

PROFESSIONAL DEVELOPMENT CONTENT

List on page 3 an instructional strategy you would like to master or an instructional issue, interest, or problem you would like to study. A few examples are presented to stimulate your thinking.

Strategies

- Using a whole language approach
- Using small groups
- Monitoring student learning
- Teaching for transfer of learning

Issues/Interests/Problems

- Ways to get ESL students to practice using oral English
- Getting students to read for meaning rather than word recognition
- Does the teaching of thinking skills improve GED test performance?
- Will writing skills improve more by using computer-generated journals or by handwritten journals?

Needs Assessment Profile for Instructors

Your Topics: *(List no more than 2):*

1.

2.

SELF ANALYSIS

Given the preceding profile, what professional development activities do you think should be included in your schedule? (Rank-order, if possible. List as many as you think necessary.)

1.

2.

3.

4.

SUMMARY PROFILE OF INSTRUCTORS

Directions: Record the number of persons responding in each category.

Teaching situation:

1. rural ☐ suburban ☐ urban ☐

2. isolated ☐ collegial ☐

SUPPORT

(Place in each square the number responding at that level.)

	Administrative Support		
	Funding	**Policies**	**Practices**
high	☐	☐	☐
med.	☐	☐	☐
Low	☐	☐	☐

TEACHING AREAS

ESL ☐ ABE ☐ GED ☐ ASE ☐ LD ☐

WORKPLACE ☐ FAMILY LITERACY ☐

OTHER: ______________________________

____

____

____

Extent of teaching: Full-time ☐ Part-time ☐ Coordination/Admin. ☐

Years of experience in adult education:

0-5 ☐ 6-10 ☐ 10-15 ☐ 16-20 ☐ Over 20 ☐

COMFORT LEVEL AND ACCESS TO COMPUTERS

COMFORT: high ☐ medium ☐ low ☐

Summary Profile of Instructors

ACCESS: high ☐ medium ☐ low ☐

Summary Profile of Instructors

EDUCATION/TRAINING

Teacher education: yes ☐ no ☐

Focus: Elementary ☐ Higher Education ☐

Secondary ☐ Adult Education ☐

ESL ☐

Previous Technical Training/Professional Development Activities:

Intermittent ☐ Ongoing ☐

Types of Previous Professional Development Activities:

Workshops/Presentations ☐ Observation/Feedback ☐ Projects ☐

Inquiry/Research ☐

Other *(specify)*:

____

____

Topics Studied in Professional Development Activities: *(Tally number, should duplicate topics appear)*

____

____

____

____

____

____

LEARNING PREFERENCES

Large Groups ☐ Pairs ☐ Hands-on ☐ Small Groups ☐

Alone ☐ Reading ☐ Being Taught by Colleagues ☐

PROFESSIONAL DEVELOPMENT PREFERENCES

☐ Developing own plan of study with support from your agency

☐ Researching issue, problem, or topic in own teaching environment

Alone ☐ With Others ☐ On-line ☐

☐ Practicing classroom strategies with feedback from observers

☐ Working on agency project (curriculum development/agency program)

☐ Attending workshops or conferences to learn new instructional skills

INDIVIDUAL CHOICES FOR PROFESSIONAL DEVELOPMENT CONTENT

List choices and tally number, should duplicate choices appear.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

RANK ORDER OF PROFESSIONAL DEVELOPMENT ACTIVITIES *(From self-analysis)*

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

NEEDS ASSESSMENT PROFILE FOR STATE OR LOCAL ADMINISTRATORS

Name: ____________________

Title: ____________________

Agency: ____________________

(street)

____

(city) *(state)* *(zip)*

Phone: ____________________

Fax: ____________________

e-mail: ____________________

POSITION

Briefly describe your position as it relates to professional development in adult education: ____________________

____

____

Shade the following bar graphs to the level that best describes your participation in professional development:

	Funding	Hands-On Improvement	Ongoing Support
High	☐	☐	☐
med.	☐	☐	☐
Low	☐	☐	☐

Site specific examples of how you demonstrate your support and leadership for professional development.

____

____

____

____

____

____

Where would you would you rank professional development among your funding priorities?

High ☐ Medium ☐ Low ☐

Needs Assessment Profile for State or Local Administrators

How do you respond to legislative, social, cultural, and fiscal changes that impact on your professional development plan?

____

____

____

____

____

____

COMFORT LEVEL AND ACCESS TO COMPUTERS

COMFORT: High ☐ Medium ☐ Low ☐
ACCESS: High ☐ Medium ☐ Low ☐

PROFESSIONAL DEVELOPMENT PREFERENCES

What is your professional development preference? Please rank-order with 1 being your top choice and 5 being your last choice.

_____ Developing your own plan of study with support from your agency.
_____ Researching an issue, problem, or topic in your own teaching environment.
(Please Check: Alone ☐ With Others ☐ On-Line ☐
_____ Practicing classroom strategies with feedback from another teacher or supervisor who observes you.
_____ Working on an agency project (e.g., curriculum development or agency reorganization).
_____ Attending workshops to learn new instructional skills.

PROFESSIONAL DEVELOPMENT APPROACHES (Please check the level in each column that best fits your profile)

	Types of Approaches Funded by State			*Personal Knowledge of Approaches*			*Frequency of Use By Your Program*		
	Low	**Med**	**High**	**Low**	**Med**	**High**	**Low**	**Med**	**High**
Inquiry/Research (e.g., action research)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Observation/Feedback (e.g., coaching, mentoring)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Product/Program Development (e.g., curriculum development, program redesign)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Workshop/Presentation (ongoing) (e.g., skills development)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Workshop/Presentation (one-time) (e.g., awareness)	☐	☐	☐	☐	☐	☐	☐	☐	☐

Give ways in which you have facilitated access to each of the above professional development approaches.

SELF ANALYSIS

Given the preceding profile, what professional development activities do you feel should be included in your schedule? (Rank-order if possible.)

1.

2.

3.

4.

Introduction and Sample Instrument from the

Continuous Improvement Measure (CIM)

developed by

Comprehensive Adult Student Assessment System (CASAS)

INTRODUCTION

Self-reported needs assessments are a primary means for identifying student learning needs and performance. More complete information is obtained, however, when several types of needs assessments are used. In some situations, new staff from K-12 or other fields may be unfamiliar with the adult education arena and unaware of the instructional strategies and skills most appropriate for adult learners. Even when instructors participate in professional development activities, they may not be fully aware of how to apply new learning strategies to their instructional settings or may need others to help them identify where gaps still exist. In these situations it is helpful to gather information through observations by administrators or supervisors that can be analyzed in conjunction with the self-assessments.

The difficulty with using supervisory observations as a needs assessment tool is that it may increase instructor anxiety. In such cases, the observed behaviors may not be up to the level of the instructor's normal performance. One potential way of decreasing this anxiety is to "practice" the observation process. For example, supervisors share the observation instrument informally with the instructor before using it formally. Another introductory approach to supervisory observation allows instructors to videotape themselves and use the tape to analyze their own instruction prior to a supervisory visit. This method is particularly helpful after participation in professional development activities so instructors may see for themselves how well they are applying new knowledge and skills in their own learning environments. Some instructors prefer to be observed by a colleague prior to being observed by a supervisor. Such peer coaching affords instructors an opportunity to see themselves through another's eyes before being formally assessed. Once instructors become more familiar with and feel comfortable with the observation instrument, the process will seem less threatening.

Supervisors, too, must be familiar with the observation tool. Training on the use of the tool and the methods for scoring and analyzing information should be provided before implementing this type of instructional assessment. Information from supervisory observation tools supplements and corroborates information gathered through self-assessment.

Following is an example of an observation instrument developed by the Comprehensive Adult Student Assessment System (CASAS). In addition to its use as a needs assessment instrument for professional development, the Continuous Improvement Measure (CIM) also can be used to provide baseline data to determine progress toward program and instructional goals.

Overview of the Continuous Improvement Measure

The CIM provides a comprehensive tool that assists agencies in developing an action plan for implementing an exemplary adult education program. This CIM has been field-tested in programs throughout the country.

The Program Management Section of the CIM describes characteristics of an exemplary program, with detailed scoring criteria on a scale of 1 to 5. It can be used in a variety of ways, including conducting program self-assessment and prioritizing program needs and goals. The Program Management Section also can be completed by an external evaluator to affirm or question the validity of the self-assessment process.

The Instruction Section provides a list of instructor competencies or indicators of instructional effectiveness. These competencies are organized under six categories: organizing instruction, monitoring and assessing progress, accommodating diverse learning styles, using materials and technology, providing for individual and group learning, and applying learning. The competency statements provide a framework for instructor self-evaluation, peer evaluation, and/or administrator evaluation of instructional performance. (An excerpt from the first category, Organizing Instruction, follows.)

Summary profiles provide instructors with a clear picture of their teaching, based on agreed-upon criteria. Instructors can easily prioritize areas for improvement, determine needs for professional development, and develop an action plan. By using the CIM serially, pre-post scores can be obtained to track an instructor's progress or progress toward continuous program improvement.

The following excerpt from the CIM is an example of one instructional category, Organizing Instruction, with its concomitant scoring criteria. For an opportunity to review the entire instrument, including the program management section and the other instructional categories, contact:

Patricia Rickard, Director, CASAS
5151 Murphy Canyon Road, Suite 220 San Diego, CA 92123
Telephone 858.292.2900
Fax 858.292.2910
Email www.casas.org

1. Organizing Instruction

The instructor: **Evidence**

1.1 Provides evidence of carefully planned lessons or individual educational plans IEPs) based on learner needs assessments and identified priority outcomes included in course outlines for program and level.

1.2 Demonstrates expertise in the content field being taught.

1.3 Provides well-placed, appropriately sequenced lessons that transition effectively from one activity to another addressing each of the states of a lesson:
- warm-up and/or review
- presentation of new content/skills
- practice
- application
- evaluation

1.4 Adjusts lessons to address student needs, goals, abilities or other condition.

1.5 Provides instruction that clearly addresses identified objectives that are relevant to students' needs and goals.

1.6 Provides lessons that integrate basic and life skills.

1.7 Motivates students by providing instruction in small steps that encourage success.

INSTRUCTION SCORING CRITERIA

1. Organizing Instruction

	1.1 Plans lessons based on IEPs and course outline	**1.2** Delivers lessons based on sound content	**1.3** Provides lessons that are well-paced and sequenced	**1.4** Adjusts lessons to student needs, goals and other demands	**1.5** Addresses relevant objectives	**1.6** Facilities integration of basic and life skills	**1.7** Motivates students by teaching in small steps for success	**Avg.**
5. Consistently plans and uses in instruction								
4. Is making significant transition to instructional use								
3. Explores use of in instruction								
2. Shows awareness and some interest in								
1. Has little or no use of awareness of								

Collaboration:

A MEANS TOWARD ENHANCING PROFESSIONAL DEVELOPMENT

Collaboration is the "buzz" word frequently used as education agencies, human service organizations, and government and community agencies think how better to meet the increasingly complex needs of clients. Block grants and "one-stop" shops foster the need for collaboration through integrated services. In fact, one of the overarching purposes of the Workforce Investment Act of 1998 is to ensure coordination of workforce programs. The demand on adult education providers to meet the varying needs of the community, business and industry, and welfare clients, also makes a strong case for collaboration.

The field of adult education is characterized by a multiplicity of service providers—e.g., four-year colleges and universities; state-supported training centers; local or regional agencies, including adult education programs, community colleges and community-based organizations; and professional organizations—and the uncertainty of resources. Collaboration, therefore, represents a promising strategy for enhancing professional development and for serving adult education clients better.

This document provides an overview of collaboration, including a definition and comparison with other partnering relationships, a rationale for establishing partnerships, the major benefits and challenges in building collaborative relationships, and an overview of steps for developing an effective collaboration. The document may be used as a guide in seeking to collaborate with different organizations providing professional development or between adult education and other systems.

A Definition of Collaboration

Collaboration is one of several terms used to describe relationships between organizations, and while often used interchangeably with such terms as cooperation and coordination, it involves more intense, long-term efforts than the latter partnering processes. A collaboration is when two or more organizations enter into a formal, mutually beneficial, well-defined relationship to achieve common goals. The literature identifies several characteristics of collaboration, as shown in the box below:

CHARACTERISTICS OF COLLABORATION

- The organization's leaders are actively involved in or supportive of the relationship.
- One or more projects are undertaken for longer-term results and are jointly designed, implemented, and monitored.
- New organizational structures and/or clearly defined and interrelated roles that constitute a formal division of labor are created.
- Well-defined communication channels operate on many levels.
- Authority is determined by the collaborative structure, thus some autonomy is sacrificed by the participants.
- Resources (e.g., money, staff, technology) are pooled or jointly secured for a longer-term effort managed by the collaborative structure.

Collaborations require a change in the way agency and organization leaders think and operate, which can be intimidating and threatening. Organizations considering collaborative relationships, therefore, should carefully weigh the advantages and disadvantages of such a relationship.

Assessing the Benefits and Challenges of Collaboration

There are multiple benefits as well as challenges to entering into a collaborative relationship for professional development. This section briefly explores some of these benefits and challenges.

Benefits of Collaboration

Reports by participants in collaborative relationships and findings from selected literature point to several generic advantages of entering into collaborative relationships. Among the benefits are that agencies can:

- **Expand available services** by cooperative programming and joint fundraising or grant programs (e.g., two professional development agencies can share their staff expertise and offer different professional development options based on that expertise).
- **Provide better services to clients** through inter-agency communication about client needs, referral programs, and client case management (e.g., professional development collaborations across agencies may enhance staff knowledge about clients and enhance client services).
- **Share similar concerns while being enriched by diverse perspectives** that different members from varied backgrounds bring to the collaboration (e.g., adult education programs and workforce development boards can brainstorm ways to prepare adults moving into the workforce).
- **Mobilize action to effect needed changes through collective advocacy** (e.g., colleges, state-supported training centers, and local adult education programs can work together to foster the development of competencies for adult education instructors).
- **Achieve greater visibility** with decision makers, the media, and the community (e.g., craft letters to newspapers and community leaders with signatures of all participating agencies to solicit additional funding for professional development to enhance learner outcomes).
- **Enhance staff skills** by sharing information and organizing joint professional development activities (e.g., the local community college provides workshops on instructional approaches while the social service agency provides seminars on support systems for adults).
- **Conserve resources** by avoiding unnecessary duplication of services (e.g., jointly paying fees for facilitator and training facilities).
- **Share resources and expertise** (e.g., adult education programs can share their knowledge about adult learners with other agencies).

Specific benefits of collaboration vary depending on the partners within the collaboration. For example, adult education collaboration with colleges and universities is beneficial in that adult education agencies may gain (1) enhanced prestige from being associated with the college, (2) increased access to professional development for agency staff (e.g., mentoring, inquiry/research, seminars, and course work), (3) enhanced program quality resulting from shared resources, and (4) opportunities for competent instruction on specialized topics.

Collaboration with business and industry produces other benefits to the educational agency. For example, collaboration (1) facilitates the agencies ability to offer on-site instruction to students; (2) provides the opportunity to provide professional development to industry managers and staff and develop new products and services; (3) provides access to state-of-the-art equipment and technology that can be used for instruction and professional development; (4) provides increased visibility and credibility within the community; and (5) extends the mission of adult education to other populations.

Finally, collaboration with other social service and community organizations facilitates a more comprehensive service for participants. An integrated service approach can enhance retention in adult education classes as participant needs are supported through multiple agencies. Collaboration also encourages the efficient use of resources by reducing the duplication of procedures (e.g., intake or assessment) and services both to their client and to staff. Professional development, for example, can be supported across agencies, reducing costs for any single agency. Staff from multiple agencies engaging in program or curriculum development and enhancement benefit from the diverse perspectives brought to the activity, and are encouraged to think "outside the box."

Adult education agencies exploring the possibility of collaboration should consider how the organization will benefit as well as how the clients will benefit.

Challenges to Collaboration

Building and sustaining effective collaborations require a great deal of commitment and effort. As the literature indicates, several challenges must be overcome in establishing successful collaborative relationships. Often, a feeling of mistrust between agencies and a desire to maintain their own turf inhibits agencies' collaboration. Some agencies may be unwilling to give up authority in any arena for fear they will lose control or have clients drawn away from them. They lose site of the common goal in an effort to sustain their own authority. In some situations, the political or social climate is not conducive for collaboration. For example, agencies that rely on government funding may be wary of collaboration if state officials do not foster such efforts. Lack of mechanisms such as incentives, policy guidelines, interagency agreements, technical assistance, or coordinating councils inhibit collaboration. Collaboration may be more difficult to establish if there are no models within the community. Logistical difficulties such as location in different geographical areas that require time for travel, or involve conflicting state rules, also inhibit collaboration.

Other challenges that must be overcome to develop collaborative relationships for professional development in adult education include the following:

- **Philosophic and programmatic differences among agencies**. Organizations use different terms and work with different program cycles, primary target groups, objectives, expected outcomes, record-keeping practices, and reporting systems. They also have different organizational cultures and polices. These differences are reflected in their perceptions about each other and make it difficult for agencies to work together. Adult education programs, for example, employ primarily part-time instructors, have high turnover rates, and have a staff who generally work from September through June. These programs may have difficulty in developing collaborative professional development relationships with other agencies whose staff are employed full time and year round. The needs and schedules of staff from different agencies for professional development may be very different.

- **Resources diverted away from priority issues**. Individual organizations have their own goals and missions and may fear that a collaborative relationship will force the organization to move in directions that are not priority areas. With limited resources to begin with, this becomes an increasingly important concern. Adult education program administrators and staff, for example, may want to focus on improving the overall literacy skills of program participants. The professional development required to accomplish this goal may be different from the goals of a business partner, who may want to focus professional development on employment-related skills within a particular job skill area. The adult education program may feel that resources spent on professional development for employment-related skills will result in fewer resources to meet its primary mission.

- **Equity issues**. A related resource issue among collaborative partners that requires considerable thought is how to deliver services fairly and equitably to partners, especially when partners contribute unequal resources. For example, a regional collaboration among states to provide training to adult education staff may include some states with more resources than others. The difficulty arises in how to distribute the training across states if state contributions to the effort differ.

- **Slow decision making**. Organizational bureaucracies, differences between public and private agencies, and limited staff time inhibit the ability to make decisions. Difficulty in building consensus among diverse groups and ineffective team leadership contribute to slow decision making. Business partners may be able to make decisions more quickly than adult education or other community partners who may have to jump through more bureaucratic hoops. Such a situation could be frustrating, particularly, to the business partners.

- **Ineffective communication links**. Lack of formal and informal communication channels and different communication styles inhibit the effective sharing of information crucial to collaboration. For example, establishing peer training networks among staff from different adult education programs to train on issues related to developing a results-based adult education reporting system could be difficult if each agency did not designate an individual to serve as the communication link with other adult education programs. Scheduling training to address issues or questions that arise could be problematic without effective communication.

- **Personnel changes that affect momentum and personality differences**. Good leadership in any organization is crucial to its success. Staff stability and continuity of leadership become increasingly important in maintaining an effective collaboration. For example, if the state director or administrative staff responsible for the collaborative effort keeps changing, it would be difficult for other community agencies or businesses to develop a trusting relationship and to establish priorities for the collaboration. In addition, the quality of the personnel and the ability to form positive professional relationships among the people in the partnering organizations are essential to the well-being of the collaboration. Personality conflicts will undermine the work the collaboration hopes to accomplish.

- **Difficulty in building quality assurance and accountability**. In this era of accountability, it becomes necessary to monitor activities and identify outcomes. Accountability and assurance are difficult for individual organizations and are further complicated in a collaborative relationship where organizations have different record keeping and reporting systems. For example, the National Reporting System in adult education may require different outcome measures than those required by business or other community agencies.

These challenges are not insurmountable but to overcome them takes time, energy, patience, and trust. Agencies considering collaborative relationships must recognize that collaborations take time to build, and require accommodation to diverse organizational cultures, as well as a balance between autonomy and involvement.

It is important to recognize that there are situations where a collaborative relationship may not be appropriate and may in fact cause more problems and frustrations for instructors and fewer benefits for the program as a whole. For example, a program whose mission and characteristics differ to a great extent from other adult education programs, already has a sufficient source of funding, and is resistant to change may not benefit from a collaborative partnership. Adult education programs should weigh the costs and benefits in overcoming the challenges listed above in order to decide if the relationship will be worthwhile to them.

Strategies for Developing Collaborative Relationships

There has been a fair amount written in the literature on steps that agencies and organizations should follow in establishing a collaborative relationship. Among the literature is a *Guide for Developing Local Interagency Linkage Teams*, prepared by the Center on Education and Training for Employment, College of Education, Ohio State University. It describes six steps in establishing interagency collaborations and includes a series of questions agencies should ask themselves at each step. This document is included in the Appendix.

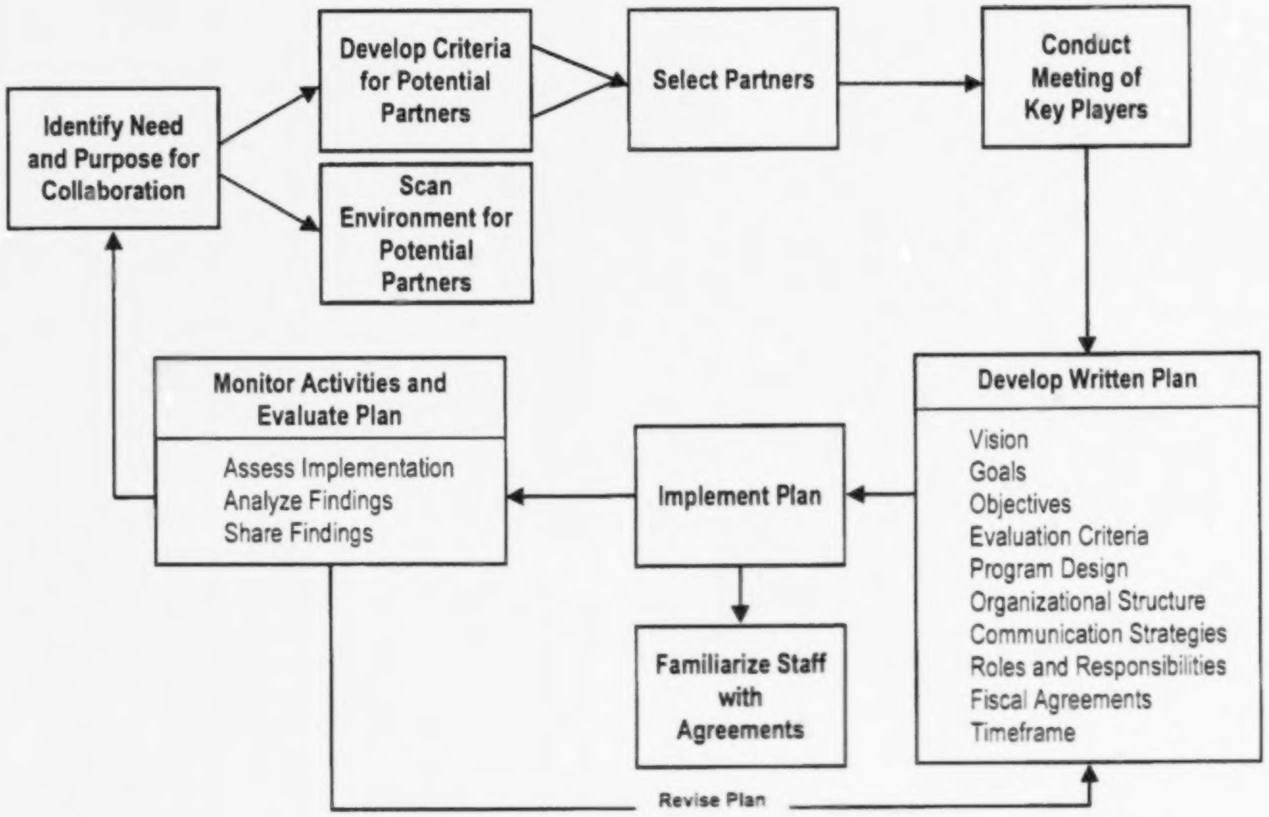
In addition, below is an overview of strategies for developing collaborations, based on the review of selected literature. Exhibit 1 illustrates these strategies.

- Clearly articulate the need and purposes for entering into a collaborative relationship.
- Develop criteria for membership into the collaboration.

- Scan the environment to locate potential partners and identify any existing relationships.
- Bring key players together (individuals in decision-making roles), get to know one another, and share knowledge and interests.
- Develop a written plan that provides the framework for guiding the collaboration and delineate a vision, goals and objectives, evaluation criteria, program design, organizational structure, roles and responsibilities, fiscal arrangements, and established timeframes.
- Provide sufficient time during plan development to consider all ideas and options so that final decisions will be more fully supported.
- Put systems in place that foster communication on multiple levels, facilitate decision making, and help resolve conflict.
- Establish monitoring and evaluation procedures to continuously improve the collaborative effort.
- Familiarize staff in the participating agencies with the agreements in the collaboration.

Formal collaborative relationships are guided by written agreements negotiated by the partners. However, it is important to periodically reassess these agreements as well as the action plan to ensure that the collaboration is responsive to changes in the environment and that it continues to benefit the participating organizations. System openness, flexibility, and adaptability are key for successful collaborations. Other key elements are trust and commitment and a feeling of reciprocity among the partners.

EXHIBIT 1
Plan for Developing Collaborative Relationships


Identify Need and Purpose for Collaboration
Develop Criteria for Potential Partners
Scan Environment for Potential Partners
Select Partners
Conduct Meeting of Key Players
Develop Written Plan
Vision
Goals
Objectives
Evaluation Criteria
Program Design
Organizational Structure
Communication Strategies
Roles and Responsibilities
Fiscal Agreements
Timeframe
Implement Plan
Familiarize Staff with Agreements
Monitor Activities and Evaluate Plan
Assess Implementation
Analyze Findings
Share Findings
Revise Plan

References

Abdal-Haqq, I. *Making Time for Teacher Professional Development*, Eric Clearinghouse on Assessment and Evaluation, 1996.

Allen, J. *School Counselors Collaborating for Student Success*, Eric Clearinghouse on Assessment and Evaluation, 1994.

Ament, R. *Collaboration in Adult Education Overview*, Columbus, OH: Eric Clearinghouse on Adult, Career, and Vocational Education, 1987.

Arizona Adult Literacy and Technology Resource Center, Inc., and Center for Literacy Studies, University of Tennessee, *Regional Resource Initiative: A Blueprint for Sharing Resources and Expertise in Adult Education and Literacy Across State Lines*, Washington, DC: National Institute for Literacy, June 1996.

Bovard, D., and Silling, M. "Colleges and Corporations: Partners in Continuing Education, *Ohio Continuing Higher Education Association Summer Conference Proceedings*, Mount Sterling, OH: July 23-25, 1986.

Cevero, R.M. " Collaboration in University Continuing Professional Education" *New Directions for Continuing Education*, No.23, September 1984: 23-38.

Fingeret, A. "Who's in Control: A Case Study of University-Industry Collaboration" *New Directions for Continuing Education*, No.23, September 1984: 39-63.

Hemmings, M. B., *Next Steps in Public-Private Partnerships*, Occasional Paper No. 103, Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1984.

Hohmann, L. "Interorganizational Collaboration in Continuing Professional Education," *New Directions for Continuing Education*, No.27, September 1985: 75-85.

Imel, S. *For the Common Good, A Guide for Developing Local Interagency Linkage Teams, Revised Edition*, Columbus, OH: Center on Education and Training for Employment, College of Education, Ohio State University, 1995.

Kerka, S. *Developing Collaborative Partnerships: Practice Application Brief.* Columbus, OH: Center on Education and Training for Employment, College of Education, Ohio State University, 1997.

Melaville, A. I., and Blank, M.J. *Together We Can: A Guide for Crafting a Profamily System of Education and Human Services.* Washington, DC: U.S. Department of Education , Office of Educational Research and Improvement and U. S. Department of Health and Human Services, April 1993.

Model ESL Transitional Demonstration Programs, Eric Clearinghouse on Assessment and Evaluation, 1995.

Winer, M., and Ray, K. *Collaboration Handbook: Creating, Sustaining and Enjoying the Journey.* St.. Paul MN: Amherst H. Wilder Foundation, 1994.

QUESTIONS TO ASK WHEN CONSIDERING COLLABORATION

Collaboration is one of several terms used to describe relationships between organizations, and while often used interchangeably with such terms as cooperation and coordination, it involves more intense, long-term efforts than the latter partnering processes. A collaboration entails two or more organizations entering into a formal, mutually beneficial, well-defined relationship to achieve common goals.

The Northwest Literacy Resource Center provides an example of a collaborative relationship among agencies and organizations with common interests in serving the adult population. In 1993, state adult basic education directors in Alaska, Idaho, Oregon, and Washington formed the Northwest Regional Literacy Resource Center (NWRLRC) to share the best resources for professional development through a central clearinghouse. In 1997 Wyoming joined the consortium and Alaska withdrew. In 1998 Montana joined the consortium. The Resource Center is funded by the five current member states and is governed by an interstate Board of Governors. Members of the Board as of spring 2000 are:

Board of Governors

Idaho
Cheryl Engel, University of Idaho
Shirley Spencer, State Department of Education

Montana
Becky Bird, State Department of Education

Oregon
Agnes Precure, Office of Community College Services
Sharlene Walker, Office of Community College Services

Washington
Israel David Mendoza, State Board for Community and Technical Colleges
Donna Miller-Parker, ABLE Network

Wyoming
Karen Ross Milmont, The Learning Connection
Diana Stithem, State Board for Community Colleges

For the purposes of a specially funded demonstration project, the NWRLRC worked for a period of 3 years with an interagency Board of Governors (including social services, JTPA, and employment services). During that project, the Board worked specifically on taking a collaborative approach to

BEST COPY AVAILABLE

professional development. As a part of the process they used the question set below as a basis for discussions to clarify that collaborative relationship.

Other agencies may wish to follow this example and use the questions to gather and analyze information about potential partners *before* deciding to collaborate. Reflecting on these questions may help potential partners to identify different structures, funding streams, staffing patterns, and culture, and he impact those differences may have on the collaborative partnership. These questions are arranged by the following seven categories: (1) organizational structure and decision making, (2) funding, (3) staffing, (4) outcomes, (5) culture, (6) perceptions about the organization, and (7) personal experiences.

Organizational Structure and Decision Making

These questions pertain to governance and leadership and help to analyze the stability of the organization.

What level of control does the organization have over decisions regarding which people it will serve, what services it will provide, how those services will be provided, and the performance measures those services will be judged by? What other entities make or influence these decisions? How effective has the organization generally been in influencing decisions related to these areas that are outside of its direct control?

How is the organization governed? What decisions are made at what levels and by what entities? Is the governance structure a long-standing one? Have there been changes in the governance structure over time and, if so, what impact did the changes have on those served by the organization and those working in the organization?

How would you characterize the leadership of the organization? Have there been changes in the organizational leadership in the last year? In the last three years? In the last five years? How have these changes impacted the organization, the people served by the organization, and the people working in the organization? What is the primary leadership "style" in the organization? What is the general political influence of those served by the organization? Of those employed by the organization? Of the organization as part of a larger system, industry, or institution?

How big is the organization? What impact does size have on governance, human resource issues, service levels, etc.?

Organizational Culture

These questions help examine cultural norms and beliefs within the organization as well as the level of diversity. Responses to these questions help to determine the compatibility between your organization and your potential partner.

What are the most important cultural themes or beliefs of the organization? What things do the people in the organization generally assume to be true about the world? For example, is competition or cooperation the cultural norm? Are hierarchical structures or participatory processes supported? What do people in the organization generally experience regarding power, use of resources, interaction with other organizations, level of information flow, what confers high or low status within the organization, etc.?

How diverse is the organization? This relates not only to characteristics generally considered in defining diversity such as ethnic background, gender, etc., but also to the range of beliefs and values represented in the organization. How many people from "outside" does the organization hire? (For example, in an educational organization, how many people from the private sector or from welfare or employment organizations are hired? Are these "outsiders" in the mainstream of the organization or in special departments?) How do recruitment, screening, hiring, and promotion systems either encourage or discourage diversity? How does the organization deal with those who have different ideas or ways of doing things? How much room is there for disagreement and conflict? How are tensions dealt with?

Perceptions About the Organization

These questions provide information about how those outside of the organization (e.g., public, media) view the organization as well as those employed by the organization.

What is the general public perception of those served by the organization? Of those employed by the organization? Of the organization as part of a larger system, industry, or institution? Or, the neighborhood potluck party test: How likely is it that at a gathering of 30 people in your neighborhood, you would hear either negative or positive perceptions of the above?

What is the general media characterization of those served by the organization? Of those employed by the organization? Of the organization as part of a larger system, industry, or institution?

What part of public/media perceptions seems to be based on objective data vs. subjective myths? How much hard data are readily available to support or refute popular perceptions of the organization or those it serves?

Does the organization view itself as experiencing limited, significant, or overwhelming change over the last five years? How do other organizations view the level of change in the organization?

Personal Experiences

These questions help identify advantages and disadvantages of forming a collaborative partnership from the individual's (e.g., administrator, staff) perspective. The responses are based on personal reflections about the organization as well as experiences with the organization.

Would you want to work for the organization? If not, why not? If so, what is attractive about the organization?

Would someone from the organization want to work where you do? If not, why not? If so, what is attractive about your workplace to someone from the organization?

How easy would it be for someone from the organization to get a job in your workplace? What would the barriers be?

Would you gain or lose status in going to work for the partner organization? Why?

How often have you had conflict with people in the partner organization? Why? Did the conflict result in productive discussion and movement or simply reduce trust levels? How was the conflict resolved?

How often do you feel that you or your organization have been "taken advantage of" in dealings with the partner organization? What have you or your organization done when that has happened?

What level of respect or trust do you hear expressed regarding the partner organization and/or partner organization staff in discussions with your organization? What seems to determine this?

What level of "we/they" thinking seems to be evident in discussions about the partner organization?

What are the philosophical differences you see between your own organization and the partner organization? What beliefs are in conflict? Why do people in the partner organization think they are "right"? Why do people in your organization think they are "right"? Can you easily articulate the arguments people in the partner organization would make to back up their position on various issues?

What feelings are most evident in the relationship between the organization's: enthusiasm? comfort? being in sync? being part of something important/successful? frustration? anger? indifference? anxiety? caution? confidence? despair? resistance? mistrust?

What are the personal and organizational beliefs in working with the other organization? What would be lost by not working with them? What can be gained by working with them? In what ways would it be easier not to have to work with the partner organization? Do you feel like the cost/benefit is worth it?

What percentage of the people in your organization are actually affected by the partnership between the two organizations? Is nearly everyone affected to some degree or is it only a very small group of people who deal with the ramifications of the partnerships? How does this affect relationships with the partner organization and relationships within the organization?

Funding

These questions help identify funding sources, determine the stability of funding, and identify any restrictions on how resources can be spent.

How is the organization funded? What specifically results in more funding, what results is less funding?

Has the funding gone up or down in the last year? Five years? Why did the funding change? What impact did funding changes have on the people in the organization? What impact did funding changes have on those served by the organization? What historical "baggage" is tied to funding changes (institutional fear, concerns, expectations, etc.?)

How many "strings" are attached to the funding? (How big are the policy manuals?) What level of law, administrative rule, organizational policy defines how, when, where, and on what the money can be spent? How easy is it to make exceptions?

Staffing

These questions help identify the quality and quantity of staff within the organization.

What determines the quality and quantity of staff in the organization? What sorts of things result in more staff? What sorts of things result in less staff? How are knowledge and skill requirements set for staff? How easily/often are they changed? Are requirements in alignment with current needs of the organization?

Outcomes

These questions help analyze the effectiveness of the organization from the perspectives of the populations served as well as from staff and managers within the organization.

How is the "success" of the organization determined? How do people within the organization know when they are doing a good job? Are there outcomes that the organization understands as its mission? How easy is it to objectively know if the organization is successful or not? What happens when the organization is successful vs. what happens when the organization is not successful? How do people who are served by the organization or who work for the organization know if it is doing well or not doing well? Are there outcomes for individual staff members or managers that clearly define "success"?

How would people served by the organization describe their level of satisfaction with the services? What are the reasons for the satisfaction or dissatisfaction?

In summary, agencies seeking to establish effective collaborations with other groups should first engage in a thorough examination of factors important to the partnership. First, they should compare organizational and decision-making structures with potential partners to see if they are complementary. Second, the organizational culture of the potential partner should be examined to determine if there is a match with the agency's own work culture. Third, public perceptions regarding potential partners and any personal views and expectations regarding the collaboration should be assessed. Fourth, funding and staffing issues across agencies should be explored. Finally, an examination of the organization's benchmarks for measuring success is important. Attention to the kinds of questions detailed here for organizations considering collaboration may help in leading to collaborations that in the long run are successful and mutually beneficial.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☒ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (1/2003)